

Katy Independent School District

Wolman Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Wolman Elementary Mission

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

Vision

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

Value Statement

All students can learn.

Comprehensive Needs Assessment

Revised/Approved: July 30, 2018

Demographics

Demographics Summary

Ray and Jamie Wolman Elementary (RJWE) is a six-year old, early childhood - 5th grade neighborhood school in Katy ISD located in Katy, Texas. Katy is a fast growing suburb on the western edge of Houston, the fourth-most populous city in the United States. Katy was originally a rural farming community, but that is quickly shifting as Katy is one of the fastest growing communities in Texas. RJWE is very much a neighborhood school located in the subdivision of Firethorne. While Wolman Elementary has been the largest elementary school in Katy ISD and has been rezoned four times during the past six school years due to high enrollment, we are currently projected for 966 students for the 2018/ 2019 school year. RJWE percentages for student groups are White (82%), Asian (11%), and Black or African American (4%), American Indian/Alaskan Native (2%), and Native Hawaiian Pacific Islander (0.5%). Currently 87% of RJWE students are not Hispanic and 13% are Hispanic. As RJWE enrollment has fluctuated throughout the years due to growth, the ethnic and race of students have remained similar year to year.

The attendance rate is 97.1% with the lowest attendance percentages of 91.7% at Preschool Program for Children with Disabilities (PPCD)/ECAP (autism) and 96.4% at Kindergarten. Wolman Elementary's student groups include 6.2% English Language Learners (ELLs), 6.3% Gifted and Talented, and 13% Special Education. Additionally, 6.2% are economically disadvantaged, and 24% are identified as At-Risk.

While the federal mandate for highly qualified requirements has now expired, Wolman Elementary School continues to place a high priority in employing a high-quality, talented staff. Staff has been influx during the last six years as Wolman has been rezoned four times due to growth. Even through these numerous changes, RJWE has been able to maintain and build a highly qualified and talented staff. The years of teaching experience on the RJWE campus range from 2 years to 31 years. 14% of the RJWE staff is of Hispanic origin and the remaining 86% is not of Hispanic origin. The majority of the staff is of the White race while both Asian and Black are represented in the staff as well. We continue to grow as a staff with the addition of a second PPCD (Pre School Program for Children with Disabilities) program, new staff members have been hired in Special Education. A strong mentoring and support process is in place.

RJWE is located in the community of Firethorne which was established in 2005. It is a true family community with many families who work together to build a strong, safe, and nurturing environment for their children. There are many stay at home parents in the community. Most who work outside of the home are professionals. Firethorne is a diverse community with numerous languages spoken such as Spanish, Korean, Mandarin, Portuguese, Tamil, Urdu, Yoruba as well as many others.

Our school culture is one of hard work, dedication, a growth mindset, and the belief that building relationships is most important among all stakeholders

(students, parents, administrators, teachers and support staff). We believe that every child should make a year's growth in the areas of reading, math, writing and science. This belief has been ingrained in our teachers and staff and decision making occurs with this belief in mind above all else. Our school has traditionally been one of high growth and mobility, however, last year we reached our final demographic boundaries which has enabled us to maintain stability with regard to our student enrollment thus strengthening our RJWE school climate.

Students who are new to Wolman Elementary are invited to participate in "New Student Lunches" and are shown the school and introduced to school staff by Student Ambassadors. To promote safety, we utilize backpack dismissal tags including severe weather transportation and our G.U.I.D.E.S. volunteers monitor exits to ensure that doors and gates remain closed and locked. 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 are well versed in Capturing Kids Hearts strategies and practice greeting at doors, sharing "good news", and creating social contracts in classrooms.

This year our school theme is "No Grit, No Pearl" based on the research and writing by Angela Duckworth. We believe that in order to grow to one's full potential, he or she must experience challenges and through hard work and determination any goal/learning can be achieved at high levels.

Demographics Strengths

Some of Wolman Elementary's most notable demographics strengths include:

1. Staff expertise and parent involvement are strengths at RJWE. Teaching experience ranges from two years to thirty one years and as a whole our teachers are collaborative, reflective and dedicated to our students' success and well being. RJWE's staff "buddy" system and monthly "new staff" meetings for newly hired staff members has proven highly effective and will continue to be refined and built upon. Our PTA and parent volunteers are constantly discovering ways to support our students' learning through rich educational programs such as Discover Learning, Explore Science, International Night and Junior Achievement. They also help foster family and community relationships through events such as Morning with Mom, Daybreak with Dad, Mother/Son Game Night, Father/Daughter Dance, Thankful Parties and Friendship Parties.
2. After six years of high growth pattern, Wolman Elementary has transformed into a place where all stakeholders, staff, parents and community work collectively to ensure that each child's academic, social and emotional needs are met to the highest degree possible. Reflective and refining practices continue to occur to ensure that expectations remain high and every child makes a years growth. Campus procedures are focused on safety and efficiency and are well communicated to staff and parents.
3. High student achievement is present at Wolman Elementary. Accountability predictions indicate that Wolman's overall score for 2018 is a 97, its overall word rating is "met standard" and its overall letter grade is an "A" with all six academic distinctions from the Texas Education Agency (TEA). Our students work hard, are respectful, kind and accepting to one another. This is proven not only by our high test scores but by day to day interactions with each other. The learning environment at Wolman Elementary is rigorous, yet highly engaging and differentiated to meet all student needs. Our attendance rate remains high at 97.1%.

4. Collaboration is a strength at Wolman Elementary. Procedures, methods and practices are continuously revisited and analyzed to ensure that expectations are high and that RJWE is running efficiently. Sacred planning sessions occur twice each week where grade level teams analyze student data and plan for quality learning. Instructional and technology resources are another strength at RJWE and are woven in to lessons in a seamless manner. Our teachers are reflective regarding their instructional methods and have attended many professional learning sessions over the summer. As a campus, our ELA teachers will be participating in Meredith Alvaro training and our math teachers received training and will be incorporating Dreambox into their classroom repertoire this school year. Reflection and continuous improvement are common place at Wolman Elementary as we strive as a whole to provide increased opportunities for high levels of learning for our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: On 3rd, 4th and 5th Grade Reading STAAR, student scores in the Hispanic sub population fall below in approaches, meets and masters scoring categories, as compared with other ethnicities with 10 or more students in that reporting category. **Root Cause:** K-5 Reading teachers have not had Reading professional development for second language learners.

Problem Statement 2: Across grades 3-5, Special Education students have STAAR Reading scores, in the meets reporting category, that range from 5-44% lower than general education peers. **Root Cause:** Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers. Special Education teachers struggle to meet the needs of their students' in class support time requirements and to also attend grade level planning sessions.

Problem Statement 3: Special Education students in grades 3-5 have STAAR Math scores in the meets reporting category that range from 12-29% lower than general education students. **Root Cause:** Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers as well as attend grade level planning sessions.

Student Academic Achievement

Student Academic Achievement Summary

Student Achievement Data 2017-18

A comparison of STAAR scores at the ALL Student level show that the 2017-18 scores reflect tremendous student achievement growth.

2018 STAAR All Students	APPROACHES Grade level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	97%	78%	55%
4th Math	99%	93%	72%
5th Math	100%	95%	68%
3rd Reading	96%	69%	53%
4th Reading	99%	86%	55%
5th Reading	100%	88%	54%
4th Writing	96%	83%	39%
5th Science	100%	87%	57%

ALL GRADE LEVELS

	2016	2017	2018
READING	95%	94%	98%
MATH	96%	97%	99%
WRITING	94%	85%	96%
SCIENCE	96%	98%	100%

STAAR READING

	2016	2017	2018
3rd Grade	94%	91%	96%
4th Grade	96%	95%	99%

5th Grade 97% 97% 100%

READING

Looking deeper, the STAAR reading scores across years show growth.

2018 Reading scores are the highest they have been in the past 3 years for all grade levels.

2018 STAAR scores by performance level in the area of reading show at least 50% of 3rd-5th grade students are MASTERING grade level content.

2018 STAAR All Students	APPROACHES Grade level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Reading	96%	69%	53%
4th Reading	99%	86%	55%
5th Reading	100%	88%	54%

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

- On 5th grade STAAR Reading, 100% of EVERY ethnicity passed STAAR.
- On 5th grade STAAR Reading, 100% of Economically disadvantaged students passed STAAR.
- On 5th grade STAAR Reading, 100% of Special Education passed STAAR.
- On 5th grade STAAR Reading, 100% of LEP and ESL students passed STAAR.
- On 5th grade STAAR Reading, 100% of EVERY GT student passed STAAR.
- On 5th grade STAAR Reading, Special Education students scores are lower than the 5th grade campus average in the MASTERS category. 17% of 5th grade Special Education students scored Masters while 54% of all 5th graders scored Masters.
- On 4th grade STAAR Reading, all ethnicities scored 99% or higher in the Approaching performance category.
- 100% of 4th grade Special Education students scored Approaches.
- In 4th grade African American and Hispanic students scored lower than the 4th grade campus average in the MASTERS category. 0% African American and 52% of Hispanic students scored Masters while 55% of White students scored Masters.
- In 4th grade Asian students scored higher than the 4th grade campus average in the MASTERS category. 64% Asian students scored Masters while 55% of White students scored Masters.

- 4th and 5th grade levels percentage gains were made from 2017 to 2018 in Meets.
 - 4th grade- 69% to 96%
 - 4th Special Education 33% to 45%
 - 5th grade -81% to 88%
 - 5th Grade Special Education 60%-83%

- 4th and 5th grade levels percentage gains were made from 2017 to 2018 in Masters
 - 4th grade- 69% to 96%
 - 4th grade Special Education 25% to 36%
 - 5th grade -43% to 55%
 - 5th grade Special Education 25% to 33%
 - In 3rd grade African American scores are higher than the campus average. 100% African American 3rd graders scored Approaches while 96% White students scored Approaches.
- In 3rd grade Special Education students scored lower than the 3rd grade campus average in the MASTERS category. 31% of Sp Ed students scored Masters while 69% of all students scored Masters.

Writing

Looking deeper, the STAAR writing scores across years show.

- 4th grade writing scores increased 11% in passage.
- 100% of African American, American Indian, Asian, Pacific Islander and two or more races passed STAAR writing.

STAAR WRITING

	2016	2017	2018
4TH Grade	94%	85%	96%

2018 STAAR scores by performance level in the area of writing show TREMENDOUS growth in a multitude of areas.

- 4th grade percentage gains were made from 2017 to 2018 in Meets.
 - 4th grade- 53% to 83%
 - African American 27% to 100%
 - Asian 67% to 82%
 - Hispanic 72% to 82%
 - Two or More 80% to 100%
 - White 71% to 88%
 - Eco Disadvantaged 31% to 100%
 - Special Education 27% to 55%
 - LEP 55% to 100%
 - ESL 55% to 100%
- 4th grade percentage gains were made from 2017 to 2018 in Masters

- Master or all 25% to 39%
 - Asian 8% to 64%
 - Hispanic 16% to 30%
 - Two or More 40% to 100%
- 4th grade Masters category fails below all other subjects areas with only 39% of the student population scoring in this category.

2018 STAAR All Students	APPROACHES Grade level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
4th Writing	96%	83%	39%

Math

Looking deeper, the STAAR math scores over the past three years show an increase in student achievement in math.

STAAR MATH

	2016	2017	2018
3rd Grade	92%	93%	97%
4th Grade	98%	98%	99%
5th Grade	100%	100%	100%

2018 STAAR scores by performance level in the area of math show...

2018 STAAR All Students	APPROACHES Grade level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	97%	78%	55%
4th Math	99%	93%	72%
5th Math	100%	95%	68%

In the approaches category for the 2018 Math STAAR scores, all grade levels either grew by at least 4 percentage points or maintained from the previous year.

In the area of approaches when looking at subpopulations...

- Asians dropped 3 percentage points from 100% to 97%. This is lower than the campus average.

- Special Education grew from 88% to 94%. Although, this is lower than the campus average.
- Though the Hispanic average grew, they were still lower than the campus average.
- The white sub-pop grew 98% to 100%.

In the area of meets, overall, all grade levels increased from 79% to 88%. In 3rd, 4th, and 5th grade levels percentage gains were made from 2017 to 2018 in Meets.

- 3rd grade increased from 74% to 78%.
- 4th grade increased from 79% to 93%.
- 5th grade increased from 88% to 95%.
- Asian sub-pop slightly dropped from 2017 to 2018. However, it is higher than the campus average in math meets.
- Hispanic maintained their score from the previous year, but their meets percentage was lower than the campus average.
- White sub-pop increased from 80% to 90% in meets.
- Special education slightly dropped by 1% from 2017 to 2018.

In the area of masters, when looking more deeply at the data, it was found that...

- The campus overall increased 12 percentage points from 52% to 64%.
- Each grade level increased by more than 10 percentage points.
- Asian sub-pop decreased from a 79% to 77%.
- Hispanic and White sub-pop increased with Hispanic increasing from a 49% to a 55% and White increasing from 52% to 64%.
- Both Special Education and GT Students increased their scores with special education increasing from a 35% to a 42% and a GT increased from a 90% to a 95%.

The most significant findings during the analysis of all Math academic achievement data is...

- Special education students need more prescriptive instruction with regard to closing the gaps to bring scores up to the campus average.
- The Asian sub-pop group fell in all categories, but in masters and meets were above the overall average.
- Overall in each category, the percentage went up between 2 and 12 percentage points.

Science

Looking deeper, the STAAR science scores over the past three years show an increase in student achievement in science.

STAAR SCIENCE

	2016	2017	2018
5TH SCIENCE	96%	98%	100%

2018 STAAR scores by performance level in the area of science show...

2018 STAAR All Students	APPROACHES Grade level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
5th Science	100%	87%	57%

When looking more deeply at the 2018 science STAAR data, analysis shows, overall, students grew two percentage points from 98% to 100% in the approaches category.

- With regard to ethnicity, in the White sub pop, students grew from 98% to 100%.

In the area of meets, overall, the score increased 12 percentage points from 75% to 87%.

- The white sub-pop grew from 79% to 87%.

In the area of masters, overall, students grew from 45% to 57%.

The most significant findings during the analysis of all SCIENCE academic achievement data in all categories increased from 2% to 12%.

Student Academic Achievement

The 2018 STAAR scores has four levels of performance. Masters, Meets, Approaches, and Did not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaching category indicates that students are likely to succeed in the next grade level or course with targeted academic intervention. The Meets category indicates that the students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are expected to succeed in the next grade or course with little or no academic intervention.

	TOTAL NUMBER OF STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
2017/2018 STAAR ALL STUDENTS*	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018
3rd Math	125 to 155	4 to 4	21 to 30	37 to 36	63 to 85

4th Math	120 to 139	2 to 1	15 to 9	23 to 29	80 to 100
5th Math	149 to	1 to 0	17 to 5	51 to 36	80 to 88
3rd Reading	125 to 155	8 to 6	19 to 44	29 to 25	69 to 80
4th Reading	120 to 139	2 to 2	30 to 15	32 to 44	56 to 75
5th Reading	147 to 129	4 to 0	22 to 17	52 to 44	69 to 67
4th Writing	120 to 137	14 to 6	37 to 16	35 to 59	34 to 55
5th Science	148 to 129	3 to 0	34 to 17	45 to 38	66 to 74

* This number reflects our current enrollment scores.

READING

Looking deeper, STAAR 2016 READING Met Standard scores, 2017 Approaches Grade Level Performance, 2018 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR READING

	2016	2017	2018
3rd Grade	94%	91%	96%
4th Grade	96%	95%	99%
5th Grade	97%	97%	100%

The most significant findings during the analysis of all READING academic achievement data is...

1. 3rd and 5th grade special education students need more prescriptive instruction in closing the gaps in bringing them to the Meets and Masters level of performance.
2. The range 0%-100% of sub populations scoring in the MASTERS category needs to be narrowed down across all sub populations in 3rd-5th grade.

MATH

Looking deeper, STAAR 2016 MATH Met Standard scores, 2017 Approaches Grade Level Performance, 2018 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR MATH

	2016	2017	2018
3rd Grade	92%	93%	97%
4th Grade	98%	98%	99%
5th Grade	100%	100%	100%

* This number reflects our Current enrollment scores.

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

- In all grade levels Asian, African American, and Hispanic scores are higher than the campus average. 100% Hispanic, African American, and Asian scored Approaches GL.
- In 5th grade, 98% White scored Approaches.
- In 5th grade Special Education scores are lower than the 5th grade campus average. 88% of 5th grade Special Education students scored Approaches, while 99% of all 5th graders scored Approaches.
- In 5th grade, April STAAR administration, Asian, White, and American Indian scores are higher than the 5th grade campus average in the MASTERS category. 73% Asian, 55% White, 100% American Indian students scored Masters while 31% Economic Disadvantage, 20% African American, 50% Hispanic, and 44% Special Education students scored Masters.
- In 5th grade, April STAAR administration, Economic disadvantage, African American, Two or More Races, LEP, and Special Education scores are lower than the 5th grade campus average in MASTERS category. 31% of 5th grade Special Education students scored Masters while 46% of all 5th graders scored Masters.
- In 4th grade, 100% Special Education scored Approaches.
- In 4th grade, 97.75% White scored Approaches.
- In 4th grade, Asian and White scores are higher than the 4th grade campus average in the MASTERS category. 86% Asian and 69% White scored Masters while 33% Economic Disadvantage, 67% Hispanic, 33% Special Education students scored Masters.
- In 4th grade, Economic Disadvantage and Special Education scored lower than the campus average in the MASTERS category. 33% Economic disadvantage and 33% Special Education while 67% of all 4th graders scored Masters.
- In 3rd grade, 96.7% White scored Approaches.
- In 3rd grade, Special Education scores are lower than the 3rd grade campus average. 73% of 3rd grade Special Education scored Approaches, while 97% of all 3rd graders scored Approaches.
- In 3rd grade, Asian and Hispanic students scored higher than the 3rd grade campus average in the MASTERS category. 82% Asian and 68% Hispanic students scored Masters while 44% of White and 27% Special Education students scored Masters.
- In 3rd grade, Special Education and White scored lower than the campus average in the MASTERS category. 27% special Education and 44% White while 50% of all 3rd graders scored Masters.

The most significant findings during the analysis of all MATH academic achievement data is...

1. 3rd and 5th grade special education students need more prescriptive instruction in closing the gaps in bringing them minimally to an Approaching level of performance.

2. The range 27%-82% of sub populations scoring in the MASTERS category needs to be narrowed down across all sub populations in 3rd grade.
3. The range 33%-86% of sub populations scoring in the MASTERS category needs to be narrowed down across all sub populations in 4th grade.
4. The range 44%-73% of sub populations scoring in the MASTERS category needs to be narrowed down across all sub populations in 5th grade.

WRITING

Looking deeper, STAAR 2016 Writing Met Standard scores, 2017 and 2018 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR WRITING

	2016	2017	2018
4th Grade	94%	85%	96%

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

- In 4th grade Special Education scores are lower than the campus average. 55% of 4th grade Special Education students scored Meets while 83% of all 4th graders scored Meets.
- In 4th grade Asian students scored higher than the 4th grade campus average in the Approaches category. 100% Asian students scored Approaches while 95% of White students scored Approaches.
- In 4th grade African American and Hispanic students scored lower than the 4th grade campus average in the MASTERS category. 0% African American, 30% of Hispanic, students scored Masters while 39% of White students scored Masters.

The most significant findings during the analysis of WRITING academic achievement data is...

1. Students are scoring the lowest in Writing as compared to all of the academic achievement areas.
2. The range 0%-100% of sub populations scoring in the Meets and Masters category needs to be narrowed down across all sub populations.
3. Students scoring in the MASTERS category needs be increased in all sub populations.

Science

Looking deeper, STAAR 2016 SCIENCE Met Standard scores, 2017 Approaches Grade Level Performance, 2018 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR SCIENCE

	2016	2017	2018
5th Grade	96%	98%	100%

* This number reflects our Current enrollment scores.

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

- In 5th grade, Economic Disadvantage, Hispanic, and Special Education scores are lower than the campus average. 94% Economic Disadvantage, 96% Hispanic, 94% Special Education 5th graders scored Approaches while 98% of all 5th graders scored Approaches.
- In 5th grade, Economic Disadvantage, Hispanic, and Special Education scores are lower than the campus average. 94% Economic Disadvantage, 96% Hispanic, 94% Special Education while 100% African American, 100% Asian, and 98% White scored Approaches.
- In 5th Grade, Asian and White scores are higher than the campus average in MASTERS category. 58% Asian and 46% White while 45% of all 5th grade students scored in the Masters category.
- In 5th grade, Economic Disadvantage, African American, Hispanic, and Special Education scored lower than the campus average score in the MASTERS category. 18% Economic Disadvantage, 20% African American, 39% Hispanic, and 19% Special Education while 45% of all 5th grade students scored in the Masters category.

The most significant findings during the analysis of Science academic achievement data is...

1. The range 94%-100% of sub populations scoring in the Approaching category needs to be narrowed down across all sub populations.
2. Students scoring in the MASTERS category needs be increased in all sub populations.

Student Academic Achievement Strengths

Wolman Elementary has a population of hard-working, high achieving students. The campus has many different student achievement strengths, including:

- Our campus scored the highest in KISD STAAR in 3-5th Reading. As well as, 4th grade writing and 5th grade science.
- 4th Grade Special Education had a passing rate of 100% on 4th grade Reading STAAR.
- 100% of all 5th graders passed the Math, Reading and Science STAAR test.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: On the 3rd, 4th and 5th Grade Reading STAAR, student scores in Hispanic sub population fall below in approaches, meets, and masters scoring categories, as compared with other ethnicities with 10 or more students in that reporting category. **Root Cause:** Reading teachers K-5 have not had Reading professional development for Second Language learners.

Problem Statement 2: Across grades 3-5, Special Education students have STAAR Reading scores, in the meets reporting category, that range from 5-44% lower than general education students. **Root Cause:** Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers. Special Education teachers are not able to attend grade level planning sessions and still meet the in class support time requirements of their students.

Problem Statement 3: Across grades 3-5, Special Education students have STAAR Math scores, in the meets reporting category, that range from 12-29% lower than general education students. **Root Cause:** Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers. Special Education teachers are not able to attend grade level planning sessions and still meet the in class support time requirements of their students.

School Processes & Programs

School Processes & Programs Summary

At Ray and Jamie Wolman Elementary, we believe in doing what is best for students. Traditionally, a high growth campus, Wolman "new" students are invited to participate in "New Student Lunches" and are shown the school and introduced to school staff by Explorer Guides. To support all of our students, the school counselor makes regular classroom visits to teach skills that promote academic and social success. 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 and our G.U.I.D.E.S. volunteers monitor exits to ensure that doors and gates remain closed and locked. 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 are 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 are yearly curriculum at a glance calendar for each grade level in each core subject aligned to the TEKS and STAAR assessments. Student learning and achievement drives everything we do on a daily basis. RJWE teachers work collaboratively with our instructional coaches to ensure the implementation the district's curriculum with fidelity in an engaging and differentiated format. Instruction is monitored through Forethought, Learning Walks, and walk-throughs. Through a campus designed professional development rotation, RJWE teachers have bi-weekly on-site professional development allowing educational best practices to be shared, practiced and implemented. During weekly team planning sessions and quarterly Kid-Chats, ALL the 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 year six, the majority of our staff is returning and therefore have knowledge of our belief 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 on Tuesdays and Wednesdays as well as attending Professional Development Rotation sessions a minimum of two times per month to provide enriching and rigorous learning opportunities for the students.

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. We ended the school year with a whole staff, two-day training on Capturing Kids Hearts which served as a springboard leading and learning with

our hearts during the 2017-18 school year! Staff who joined us for the 2018-2019 school year will also receive training so all of our classrooms utilize the Capturing Kids' Hearts philosophies. 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. Wolman Elementary School earned a distinction in Top 25 Percent Student Progress. Our campus scored above the KISD district average on ALL STAAR tested subjects in 3rd, 4th and 5th grade. 4th and 5th Grade Special Education had a passing rate of 100% on STAAR Reading and Math. Our Limited English Proficient students also achieved a 100% passing rate for STAAR Math and Reading in 3rd-5th grades. 100% of all 5th graders passed the Math and Reading STAAR tests. In addition, a minimum of 51% of our 3rd - 5th-grade students scored in the Masters category of STAAR Math, Science, and Reading. 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. Teachers implemented the use of Progress Monitoring Folders to help them track student progress, also empowering students to monitor their own progress and set goals for improving performance. 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: On 3rd, 4th and 5th Grade Reading STAAR, student scores in the Hispanic sub population fall below in approaches, meets and masters scoring categories, as compared with other ethnicities with 10 or more students in that reporting category. **Root Cause:** Reading teachers in grades 4-5 have not had Reading professional development for Second Language learners.

Problem Statement 2: Across grades 3-5, Special Education students have STAAR Reading scores, in the meets reporting category, that range from 5-44% lower than general education students. **Root Cause:** Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers. Special Education teachers are not able to attend grade level planning sessions.

Problem Statement 3: Across grades 3-5, Special Education students have STAAR Math scores in the mets reporting category that range from 12-29% lower than general education students. **Root Cause:** Special Education teachers have not had the opportunity to attend content professional development as their Non Special Education peers. Special Education teachers are not able to attend grade level planning sessions.

Problem Statement 4: Our attendance target is not being met; we fell to quartile 2 in our comparison group. **Root Cause:** Student absences due to the need for an increase in building our classroom/school community.

Perceptions

Perceptions Summary

At Wolman Elementary, we operate in a manner that puts "kids first" at the forefront of all planning and decision making. We believe that every child should make at least a years growth in the core subject areas and that his or her emotional and social well being are very important to reaching high academic achievement. All stakeholders including staff, parents and students are highly dedicated and display 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. At Wolman Elementary we have established a culture that values community and relationships and we have an understanding the highest levels of academic achievement can only be accomplished if sound relationships are in place first and foremost.

Perceptions Strengths

The Southwest quadrant of the district, where Wolman Elementary is located, has traditionally been a very high growth area, which caused an influx of new families and staff members. Beginning last school year, our growth has slowed and thus our core beliefs and values have "taken root" along with our consistency in community and staff. Wolman Elementary has transformed into a place where all stakeholders, staff, parents and community work collectively to ensure that each child's academic, social and emotional needs are met to the highest degree possible. Our staff and community recognizes that reflective and refining practices must continue to occur to ensure that expectations remain high and every child makes a years growth. Our campus procedures are focused on safety and efficiency and are well communicated to staff and parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: RJWE is an amazing place for students to learn, however, we need to increase our means of sharing the "good news" and celebrations occurring at RJWE. We need to continue to share our brand #RJWEkidsfirst! **Root Cause:** Time, the need to create a habit among staff members to share the "good news" occurring everyday at RJWE.

Problem Statement 2: RJWE is a school with high academic achievement, however, to continue to maintain and increase high levels of student learning, all stakeholders (staff, community and students) must fully embrace the importance of a "growth mindset". **Root Cause:** Level of understanding/communication is the root cause of all stakeholders not fully embracing the idea of a "growth mindset". Because of staff and community are highly nurturing toward children, the benefits of a "growth mindset" must be understood and embraced by all stakeholders.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- 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)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: July 24, 2017

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

Performance Objective 1: By June 2019, Meets Grade Level Expectations STAAR scores for Special Education, ESL, Hispanic, and Economically Disadvantaged will all increase over the previous year in each subject area assessed.

Evaluation Data Source(s) 1: At the end of the 2018/ 2019 school year, Meets Grade Level Expectations STAAR scores will be analyzed for Special Education, ESL, Hispanic and Economically Disadvantaged students.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) Title III Immigrant funds will be utilized to supplement instruction provided to Limited English Proficient students.</p>	2.4, 2.5, 2.6	Principals ESOL Teacher	<p>By June 2019: TELPAS Data STAAR Data Report Cards Observations/ Walkthroughs District Learning Assessments (DLAs) Lead4ward Data Analysis Campus Assessments</p>				
				<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 263 - Title III-A Immigrant - 0.00</p>			
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers in grades 2-5 will enter a minimum of 2 data points per grading period in Eduphoria for Reading and Math with an emphasis on Writing (4th) and Science (5th). These data points will be used to determine student strengths and needs. Teachers will also use this data to design prescriptive and individualized student lessons.</p>	2.4, 2.5, 2.6	Instructional Coaches 2nd - 5th Grade General Education, Special Education and Intervention Teachers	<p>Quintile Reports for Each Grading Period TELPAS Data STAAR Data Report Cards Observations/ Walkthroughs District Learning Assessments (DLAs) Lead4ward Data Analysis Campus Assessments</p>				
				<p>Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 199 - General Fund - 0.00</p>			

PBMAS Critical Success Factors CSF 1 CSF 2 3) Students in grades K-5 will use Dreambox Learning Math to enhance the personalized learning platform for math concepts and numeracy, showing an increase at each formative assessment period.	2.4, 2.5, 2.6	K-5 Math Teachers Special Education and Intervention Teachers Math Instructional Coach	Quintile Reports for Each Grading Period STAAR Data Report Cards Observations/ Walkthroughs District Learning Assessments (DLAs) Lead4ward Data Analysis Campus Assessments				
	Problem Statements: Student Academic Achievement 3						

Performance Objective 1 Problem Statements:



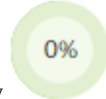

Student Academic Achievement
<p>Problem Statement 1: On the 3rd, 4th and 5th Grade Reading STAAR, student scores in Hispanic sub population fall below in approaches, meets, and masters scoring categories, as compared with other ethnicities with 10 or more students in that reporting category. Root Cause 1: Reading teachers K-5 have not had Reading professional development for Second Language learners.</p>
<p>Problem Statement 2: Across grades 3-5, Special Education students have STAAR Reading scores, in the meets reporting category, that range from 5-44% lower than general education students. Root Cause 2: Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers. Special Education teachers are not able to attend grade level planning sessions and still meet the in class support time requirements of their students.</p>
<p>Problem Statement 3: Across grades 3-5, Special Education students have STAAR Math scores, in the meets reporting category, that range from 12-29% lower than general education students. Root Cause 3: Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers. Special Education teachers are not able to attend grade level planning sessions and still meet the in class support time requirements of their students.</p>

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

Performance Objective 2: ELA teachers in K-2 will utilize Fountas & Pinell and Units of Study in Phonics to as an instructional pathway that taps into student's skills and energy for tackling learning to read and write.

Evaluation Data Source(s) 2: Students phonological skills will be evaluated every nine weeks to determine strengths and areas of growth.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 1) Teachers will be trained and provided with resources that will assist in personalizing phonics instruction so students can transfer to reading and writing.	2.4, 2.6	ELA Instructional Coach, ELA teachers in grades K-2, ESL teachers, and Special Education Teachers	By June 2019: Students will show 2 levels of growth from the beginning of the year to the end of the year.				
	Problem Statements: Student Academic Achievement 1, 2						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 2 Problem Statements:


Student Academic Achievement
Problem Statement 1: On the 3rd, 4th and 5th Grade Reading STAAR, student scores in Hispanic sub population fall below in approaches, meets, and masters scoring categories, as compared with other ethnicities with 10 or more students in that reporting category. Root Cause 1: Reading teachers K-5 have not had Reading professional development for Second Language learners.
Problem Statement 2: Across grades 3-5, Special Education students have STAAR Reading scores, in the meets reporting category, that range from 5-44% lower than general education students. Root Cause 2: Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers. Special Education teachers are not able to attend grade level planning sessions and still meet the in class support time requirements of their students.

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

Performance Objective 1: Increase the effectiveness of Extended Learning Time (ELT) in the master schedule by

Evaluation Data Source(s) 1: Coordinated grade level plans for ELT
2019 STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers in grade 2-5 will participate in data digs every 2 weeks. These will be led by campus coaches. Students will be identified for two week small group intensive instruction. and will show increased achievement in grade level TEKS.</p>	2.4, 2.5, 2.6	2nd-5th Grade Teachers Instructional Coaches	By June 2019: Quintile Reports for Each Grading Period STAAR Data Report Cards Observations/ Walkthroughs District Learning Assessments (DLAs) Lead4ward Data Analysis Campus Assessments				
Problem Statements: Student Academic Achievement 1, 2, 3							
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
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<p>Problem Statement 3: Across grades 3-5, Special Education students have STAAR Math scores, in the meets reporting category, that range from 12-29% lower than general education students. Root Cause 3: Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers. Special Education teachers are not able to attend grade level planning sessions and still meet the in class support time requirements of their students.</p>

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

Performance Objective 1: Wolman Elementary staff members and students will collaboratively utilize data to set goals for instructional learning in all content areas.

Evaluation Data Source(s) 1: STAAR Data

Report Cards



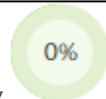

Observations/ Walkthroughs

District Learning Assessments (DLAs)

Lead4ward Data Analysis

Campus Assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Grade 3-5 students (and grade 2 students in the Spring semester) will participate in goal setting conferences utilizing data to determine personal strengths and areas in need of growth. With the collaboration of their teacher, they will design a plan for academic growth; showing an increase each 9 week grading period.</p>	2.4, 2.5, 2.6	Classroom Teachers	Student Data Binders Common Assessments DLA Data STAAR Results				
Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 199 - General Fund - 0.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
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Problem Statement 2: Across grades 3-5, Special Education students have STAAR Reading scores, in the meets reporting category, that range from 5-44% lower than general education students. **Root Cause 2:** Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers. Special Education teachers are not able to attend grade level planning sessions and still meet the in class support time requirements of their students.

Problem Statement 3: Across grades 3-5, Special Education students have STAAR Math scores, in the meets reporting category, that range from 12-29% lower than general education students. **Root Cause 3:** Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers. Special Education teachers are not able to attend grade level planning sessions and still meet the in class support time requirements of their students.

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

Performance Objective 2: Increase the effectiveness and rigor of 1st and 2nd campus-based assessments and formative assessments by designing CBAs as a team with the guidance of Instructional Coaches.

Evaluation Data Source(s) 2: Student quintile reports
Report Cards
Campus Based Assessments (CBAs)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers will design campus based assessments minimally 2 per grading period with the assistance of the instructional coaches to ensure TEKS alignment and rigor beginning the 2nd 9 weeks.</p>	2.4, 2.5, 2.6	First and Second Grade Teachers Instructional Coaches	By June 2019: Report Cards Observations/ Walkthroughs Campus Assessments				
Problem Statements: Student Academic Achievement 1, 2, 3							

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: On the 3rd, 4th and 5th Grade Reading STAAR, student scores in Hispanic sub population fall below in approaches, meets, and masters scoring categories, as compared with other ethnicities with 10 or more students in that reporting category. Root Cause 1: Reading teachers K-5 have not had Reading professional development for Second Language learners.</p>
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<p>Problem Statement 3: Across grades 3-5, Special Education students have STAAR Math scores, in the meets reporting category, that range from 12-29% lower than general education students. Root Cause 3: Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers. Special Education teachers are not able to attend grade level planning sessions and still meet the in class support time requirements of their students.</p>

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

Performance Objective 1: Allocate technology resources to maximize student learning.

Evaluation Data Source(s) 1: Observations and Walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Provide technology tools and professional development opportunities, to build capacity of teachers, administrators and other staff members to integrate technology tools relevant to the digital learner.</p>	2.5	Administration, Instructional Coaches, Teachers	By June 2019: Technology Badging				
Problem Statements: Student Academic Achievement 1, 2, 3							

Performance Objective 1 Problem Statements:



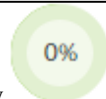

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Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Wolman Elementary will allocate resources including staff and financial resources to maximize student learning.

Evaluation Data Source(s) 1: GOF Review of Funds Quarterly

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 1) Wolman Elementary Staff will participate in learning walks on campus to gain ideas about improving our own classroom and school environments.	2.5	Instructional Coaches, Classroom Teachers, Administrators	By June 2019: Observation notes Walkthrough Data Lesson Plans				
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 199 - General Fund - 0.00						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) Wolman Elementary Language Arts teachers will attend Meredith Alvaro professional development on lesson planning, small group reading instruction, and lesson planning.	2.4, 2.5, 2.6	Instructional Coaches, K-5 reading teachers, Intervention teachers, special education teachers	By June 2019: Quintile Reports Common Assessments DLA Data STAAR Results				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 199 - General Fund - 4500.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
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Problem Statement 3: Across grades 3-5, Special Education students have STAAR Math scores, in the meets reporting category, that range from 12-29% lower than general education students. **Root Cause 3:** Special Education teachers have not had the opportunity to attend content professional development as their non Special Education peers. Special Education teachers are not able to attend grade level planning sessions and still meet the in class support time requirements of their students.

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

Performance Objective 2: Support and monitor teachers with their SLO (student learning objective) in T-TESS, checkpoints and PLCs.

Evaluation Data Source(s) 2: Increased student and teacher growth on learning objective.
STAAR Scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will be introduced to and receive professional development for student learning objectives (SLO). Administrators and instructional coaches will be meeting with teachers throughout the school year in order to assist them in enhancing student learning and growth through SLOs.	2.4, 2.5, 2.6	Professional development, meetings with coaches, and BOY, MOY, and EOY meeting with admin.	By June 2019: A year's growth for each student shown through the SLO form.				
	Problem Statements: Student Academic Achievement 1, 2, 3						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: On the 3rd, 4th and 5th Grade Reading STAAR, student scores in Hispanic sub population fall below in approaches, meets, and masters scoring categories, as compared with other ethnicities with 10 or more students in that reporting category. Root Cause 1: Reading teachers K-5 have not had Reading professional development for Second Language learners.
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Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Continue to build capacity by ensuring all professional staff members receive Capturing Kids Hearts training.

Evaluation Data Source(s) 1: Walk-Throughs
Campus Discipline Referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 6 CSF 7 1) New teachers will be trained on Capturing Kids' Hearts.	2.5	Administrators	By June 2019: Positive classroom management Positive impact on attendance Classroom communities				
Problem Statements: School Processes & Programs 4 Funding Sources: 199 - General Fund - 0.00							

Performance Objective 1 Problem Statements:


School Processes & Programs
Problem Statement 4: Our attendance target is not being met; we fell to quartile 2 in our comparison group. Root Cause 4: Student absences due to the need for an increase in building our classroom/school community.

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Conduct the district required safety drills and training with staff. Two way radios will be used to effectively communicate during these drills and other emergencies.

Evaluation Data Source(s) 2: Observations during Drills

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>1) The RJWE campus will follow all district guidelines given by the Emergency Management Office concerning the implementation and practice of campus monthly/semester safety drills. The drill schedule will be as follows:</p> <ol style="list-style-type: none"> 1. Bomb Threat - Before the Start of School. 2. Monthly Fire Drills 3. AED - Once a semester 4. Lockdown - Once a semester 5. Severe Weather - Once a Semester 6. Shelter in Place - Once a semester 7. Tabletop Exercise - Annually 8. Special Needs Drill - Annually as needed <p>Staff will be trained during the school year by the campus safety liaison and others (Emergency Management Coordinator, etc) in order to provide the RJWE staff with the most current and pertinent safety information.</p>		<p>The drills and dates of will be sent to the Emergency Management office via Google Doc and also charted on a checklist in a drills binder in the safety liaison's office. Staff trainings will be monitored through faculty mtg. agendas and in EDUPHORIA entries.</p>	<p>By June 2019: By discussing safety procedures, practicing required drills, and training staff on the most current and effective emergency strategies, the students and staff of RJWE will have a strong understanding of expectations if an emergency occurs on campus.</p>				
							

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: Conduct Capturing Kids' Hearts components to build relationships with students, set a positive tone for the day, manage student behavior and increase instructional time.

Evaluation Data Source(s) 3: Classroom Observations
Discipline Referral Forms

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Classroom teachers will build relationships with their students through Good News meetings and by developing classroom Social Contracts.</p>	2.4, 2.5, 2.6	Classroom teachers	<p>By June 2019:</p> <p>Increase Instructional time</p> <p>Build Relationships with students</p> <p>Set the tone for the school day</p>				
Problem Statements: Perceptions 1, 2							

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: RJWE is an amazing place for students to learn, however, we need to increase our means of sharing the "good news" and celebrations occurring at RJWE. We need to continue to share our brand #RJWEkidsfirst! Root Cause 1: Time, the need to create a habit among staff members to share the "good news" occurring everyday at RJWE.</p>
<p>Problem Statement 2: RJWE is a school with high academic achievement, however, to continue to maintain and increase high levels of student learning, all stakeholders (staff, community and students) must fully embrace the importance of a "growth mindset". Root Cause 2: Level of understanding/communication is the root cause of all stakeholders not fully embracing the idea of a "growth mindset". Because of staff and community are highly nurturing toward children, the benefits of a "growth mindset" must be understood and embraced by all stakeholders.</p>

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

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

Evaluation Data Source(s) 1: Volunteer Hours Recorded
Parent and Community Attendance

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Ensure effective communication Publish events early and in multiple modes		Administrative Assistant	By June 2019: Increase participation at school events				
Critical Success Factors CSF 4 CSF 5 CSF 6 2) 2) Increase parent involvement and student attendance rate by increasing understanding of the importance of resilience in children through an informational series on "Grit" presented by our school counselor to increase parental involvement.	2.6, 3.1, 3.2	School counselor	By June 2019: parent involvement will increase attendance will increase Bullying App Usage				

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: Increase student Fitness Gram results through a variety of coordinated school health and fitness activities.

Evaluation Data Source(s) 2: Fitness Gram results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Increase RJWE's coordinated school health activities to improve the health and emotional well being of all students and to increase the attendance rate. Increase students' activity levels by doubling recess time, promoting Read Deed Run and promoting importance of exercise outside of the school day to increase performance on the Fitness Gram.</p>	2.5, 2.6	PE teachers Classroom teachers	By June 2019: Improvement of student health through Fitness Gram data and student attendance rates				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Title III Immigrant funds will be utilized to supplement instruction provided to Limited English Proficient students.
1	1	2	Teachers in grades 2-5 will enter a minimum of 2 data points per grading period in Eduphoria for Reading and Math with an emphasis on Writing (4th) and Science (5th). These data points will be used to determine student strengths and needs. Teachers will also use this data to design prescriptive and individualized student lessons.
1	1	3	Students in grades K-5 will use Dreambox Learning Math to enhance the personalized learning platform for math concepts and numeracy. showing an increase at each formative assessment period.
1	2	1	Teachers will be trained and provided with resources that will assist in personalizing phonics instruction so students can transfer to reading and writing.
2	1	1	Teachers in grade 2-5 will participate in data digs every 2 weeks. These will be led by campus coaches. Students will be identified for two week small group intensive instruction. and will show increased achievement in grade level TEKS.
3	1	1	Grade 3-5 students (and grade 2 students in the Spring semester) will participate in goal setting conferences utilizing data to determine personal strengths and areas in need of growth. With the collaboration of their teacher, they will design a plan for academic growth; showing an increase each 9 week grading period.
3	2	1	Teachers will design campus based assessments minimally 2 per grading period with the assistance of the instructional coaches to ensure TEKS alignment and rigor beginning the 2nd 9 weeks.
5	1	2	Wolman Elementary Language Arts teachers will attend Meredith Alvaro professional development on lesson planning, small group reading instruction, and lesson planning.
5	2	1	Teachers will be introduced to and receive professional development for student learning objectives (SLO). Administrators and instructional coaches will be meeting with teachers throughout the school year in order to assist them in enhancing student learning and growth through SLOs.

State Compensatory

Personnel for Wolman Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda (Jon) Hill	Teacher	Academic Support	1
Karen Byrd	Teacher	Academic Support	1

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Non-classroom Professional	Cheryl Stallings	Instructional Coach
Administrator	Lisa Langford	Assistant Principal
Administrator	Kelly Ricks	Principal
Classroom Teacher	Lynda Leskey	Classroom Teacher
Classroom Teacher	Tori Waskawic	Classroom teacher
District-level Professional	Nancy Bradley	District Representative
Parent	Erica Edwards	Parent
Parent	Melanie Porter	Parent
Parent	Paterson Atzimba	Parent
Parent	Angela Strickland	Parent
Community Representative	Jamie Wolman	Community Representative
Business Representative	Jason Wurtzbacher	Business Representative
Classroom Teacher	Danielle Mackie	Classroom Teacher
Classroom Teacher	Hailey Weishuhn	Classroom Teacher

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
3	1	1			\$0.00
5	1	1			\$0.00
5	1	2			\$4,500.00
6	1	1			\$0.00
Sub-Total					\$4,500.00
263 - Title III-A Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$4,500.00