

**Katy Independent School District**  
**Wolfe Elementary**  
**2017-2018 Campus Improvement Plan**

# Mission Statement

At Wolfe WE strive to be a community of life-long learners prepared for success through authentic relationships and meaningful experiences. Together WE will Be The Legacy!

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics Summary

Demographic Information as of September 2017:

Total Enrollment 435 students

At-Risk 55.1%

Low Income 55.1%

Limited English Proficient 28.5%

Special Education 12.8%

Career Technology Education 0.0%

Gifted/Talented 1.7%

Title I Programs 100.0%

Mobility Rate 11.8%

Attendance Rate 94.4

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Hispanic: 42%

African American: 20%

White: 14%

Other: 10%

Wolfe will continuously strive to hire the most qualified teachers and staff members who also share the vision and culture of the campus. The retention of staff is of the utmost importance so the campus can move forward and continuously build on the concrete foundation being set by the current teachers. The campus will consistently provide quality professional development in order for the staff to be able to continue to grow and expand their teaching knowledge base.

### Demographics Strengths

The campus strives to provide the highest quality professional development for the entire staff. By doing this, the vertical alignment of the grade levels should grow closer together due to all the teachers having the same knowledge base. Each year the campus uses its funding to bring in names such as Greg Tang as well as the Homegrown Institute to guide teachers through difficult units of study.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Wolfe will continue to be involved in piloting the PBIS model for our campus with assistance from the district and our behavior interventionist. Students will be encouraged and rewarded with positive recognition and tickets for displaying targeted behaviors indicated on the S.T.A.R. acronym. We are continuing to refine emergency plans for our two story building by surveying staff for new ways to address the needs of our students. We need to consistently recognize appropriate behaviors through the use of PBIS, Gold STAR Student Award students each month, and coordinate student recognition criteria. Continue to emphasize ongoing character education through the core essentials program as well as a collaboration with CLAY character program. Students are recognized for showing the core essential of the month and reinforced with an incentive. Continue to implement the CHAMPS Program at the classroom level as a means to enhance student discipline and teacher/student interactions.

### **Student Academic Achievement Strengths**

As a campus, Wolfe has seen tremendous growth throughout the entire campus. This growth is evident with the increase in STAAR scores, especially in math and science. Due to the high science scores, Wolfe was recognized for its strength by receiving a Commendation in Science. The campus has also shown the strength of its teachers by meeting expectations in math and reading for all student categories.

## School Processes & Programs

### School Processes & Programs Summary

#### Curriculum, Instruction, and Assessment Summary

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

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

Kindergarten through Second Grade focus upon Fountas and Pinnell Assessments, iStation, mCLASS, Math Inventory, TELPAS, and local assessments.

Third through Fifth Grades participate in benchmarks, DLAs, F&P, iStation, Think Through Math, STAAR, TELPAS, and local assessments.

Weekly grade level PLCs are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all possible staff development days. Grade levels have common daily planning times. Academic vertical teams meet regularly to ensure alignment.

Student progress is monitored either as prescribed by the intervention or at six week intervals, depending on individual students' needs. The RTI committee meetings are held quarterly, for both academics and behavior, and are held during professional learning/planning times. The data from campus assessments are used to identify students that are performing below standard, and this year, we are placing a priority on reading intervention if a student is in need of both reading and math intervention. Questions are continually asked about what is being done to meet our struggling students' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? RTI meetings are scheduled by the Instructional Coordinator, and are attended by the grade level teachers, the interventionists, the counselor, the LSSP, the Instructional Coaches, and the Principal/Assistant Principals. Data is inconclusive as to the effectiveness of after school tutorials; we utilize Extended Learning Time (ELT, or Round Up), for the majority of our intervention and extension.

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

Wolfe will continuously strive to hire the most qualified teachers and staff members who also share the vision and culture of the campus. The retention of staff is of the utmost importance so the campus can move forward and continuously build on the concrete foundation being set by the current teachers. The campus will consistently provide quality professional development in order for the staff to be able to continue to grow and expand their teaching knowledge

base.

Teachers, parents, and students at WE take pride in their school and the school's reputation. We are a school known for a close, family atmosphere -- one in which children's needs are put first consistently. We have a high standard for the best instructional practices, as well as building social character in our students. WE focus on developing the whole child. Our commitment is to KEEP students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, adjustments are made, through ELT, flexible grouping, the referral process, etc. Adults are encouraged to take Learning Walks, so that everyone's teaching remains cutting edge. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons; ARDs and staffings are not held during teachers' weekly PLC team planning sessions. There is a healthy sense of urgency among our staff that promotes professionalism and unity of purpose. One Team, One Goal!

This year Wolfe Elementary will undergo Retrofit. During this process, all technology will be updated and/or replaced. Teachers each utilize a classroom Smartboard to enhance instruction for students to learn appropriate grade level TEKS and materials.

Wireless access points have been installed throughout our building, and a Katy ISD filter protects students from harmful sites. We have designated iPads purchased with Bridging the Digital Divide funds that students are allowed and encouraged to check out and take home -- and those are protected by the Katy ISD filter, as well. We have two computer labs available for accessing to enhance classroom instruction. There are also multiple computers and laptops in the library for student and staff use. Technology is seen being utilized by teachers and/or students in almost every classroom visit done by campus administrators. We maintain active Twitter accounts, and enjoy promoting daily events in the life of a Maurice E Wolfe Elementary!

## **School Processes & Programs Strengths**

Curriculum, Instruction, and Assessment Strengths

WE has identified the following strengths:

1. Identification of Focus TEKS to guide our instruction
2. Strong commitment to workshop approach in all curricular areas (Reading, Writing, Math, Science)
3. Team planning in weekly PLCs with Instructional Coaches
4. Monthly academic vertical team meetings to ensure C&I alignment
5. Staff who share their professional learning with others, via "conference style sessions"

The campus strives to provide the highest quality professional development for the entire staff. By doing this, the vertical allignment of the grade levels should grow closer together due to all the teachers having the same knowledge base. Each year the campus uses its funding to bring in names such as Greg Tang as well as the Homegrown Institute to guide teachers through difficult units of study.

At WE, we are proud of these strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by their instructional leaders (admin team)

2. Teachers accommodate special populations through Extended Learning Time
3. RTI is being utilized successfully before students are referred to special education
4. Our master schedule maximizes instructional time for each grade level, while still responsive to developmental needs of young children
5. Interruptions are kept to a minimum during the instructional day
6. Safety drills are performed frequently and effectively
7. Non-academic committees meet and are teacher-led, to develop other areas of our working relationships: Sunshine, Safety, Volunteer Appreciation, and PBIS

#### Technology Strengths

Technology strengths include:

1. Availability of devices in every classroom
2. Every staff member wrote a technology goal as part of their professional goals this year
3. Support every other week of a Campus Technology Designer, who assists with effective tech integration into instruction
4. Regular attendance by staff members at the TCEA conference in Austin
5. Nearly 1:1 iPads in our 5th grade classrooms
6. Use of Canvas platform in many intermediate classrooms.

## Perceptions

### Perceptions Summary

WE works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. As a Title One school, we are obligated annually to educate our community about the importance of parent involvement in local education. To strengthen the home/school connection, we communicate in many different ways: through weekly grade level eNews, monthly campus Newsletters, school marquee, campus website, classroombased websites, school and classroom Facebook and Twitter accounts, and messages through the app Remind. Communications are provided in English and Spanish whenever possible. We try to ensure consistency and ease by sending Tuesday Take Home folders campus-wide. We are proud that most visitors refer to our Front Office team as very parent-friendly. We promote two popular parenting organizations on campus (Watch DOG Dads and PEAR Readers), as well as a PTO and a CAT. We have multiple business partners in the community, as well.

Wolfe is one of the oldest Katy ISD campuses with great tradition, history and community. The campus continues to strive to keep these traditions alive in an ever-changing educational environment. The campus' school climate and culture is shifting to more positive and less punitive interventions to teach and reinforce positive behavior expectations. This shift is to support the PBIS mindset as a whole. Campus staff are also using the Gallup StrengthsFinder assessment and professional development in order to establish a stronger community of collaborative teams. The campus leadership team is also participating in a book study with *The Five Dysfunctions of a Team* in order to grow as a whole into a stronger leadership community.

### Perceptions Strengths

Over 80% staff members join the PTO each year Staff support at PTO meetings and functions PEAR Readers sign up frequently Title One curricular nights: STEAM Night Reading Night University Night

Business partnerships with Bridgepoint, Smashburger, McDonalds and Chick Fil-A KEYS mentors from community are active at WE

Wolfe will continue to be involved in piloting the PBIS model for our campus with assistance from the district and our behavior interventionist. Students will be encouraged and rewarded with positive recognition and tickets for displaying targeted behaviors indicated on the S.T.A.R. acronym. We are continuing to refine emergency plans for our two story building by surveying staff for news ways to address the needs of our students. We need to consistently recognize appropriate behaviors through the use of PBIS, Gold STAR Student Award students each month, and coordinate student recognition criteria. Continue to emphasize ongoing character education through the core essentials program as well as a collaboration with CLAY character program. Students are recognized for showing the core essential of the month and reinforced with an incentive. Continue to implement the CHAMPS Program at the classroom level as a means to enhance student discipline and teacher/student interactions.

The campus will continue to have professional development in CHAMPS and STOIC in order to create a positive learning environment and support the PBIS model. Teachers and staff will consistently work towards this positive mindset so they can model for the students. The entire Wolfe community will work to

teach behavior through the use of positive language in order to create a safe and orderly environment focused on learning.

We are in our fourth full year of implementation of Positive Behavior Supports and Intervention (PBIS). Our motto is STAR: Self control, Try your best, Attitude to achieve, Respect yourself and others. Students know this motto and are rewarded with STAR bucks when they demonstrate appropriate behaviors representing this motto in all the various areas of our school. Posted matrices remind both students and teachers of expected behaviors. Tangible and intangible reward choices are offered every four weeks at the STARbuck Store; students love having lunch with a friend, earning a Stinky Feet (no shoes) pass, or spending 15 minutes acting as "Principal." As teachers and administrators, we make multiple weekly positive phone calls to parents, believing that this builds relationships and community. This year we started Positive Office Referrals.

Teachers and other staff receive training through PBIS on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals correctly. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

Campus discipline data shows that PBIS gradually decreased the number of discipline referrals last year. Students and WE feel that our school is a safe place to learn, that teachers will support them so that they can achieve at school and that rules are fair and consistent for all students.

School Culture and Climate Strengths

Wolfe Elementary celebrates these strengths:

Strong commitment to Morning Meeting (Community Circle), daily in every classroom K through Grade 5 on this campus

Teacher survey data reveals that teachers feel empowered and valued and that WE is a great place to work

Students enjoy participating in Positive Behavior Interventions and Supports; they are aware of the motto and its meaning, and participate highly in redemption of Starbucks.

# 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

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL 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
- 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 diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

## **Employee Data**

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

## **Parent/Community Data**

- Parent Involvement Rate

## **Support Systems and Other Data**

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

# Goals

## Goal 1: Student Growth and Success

**Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.**

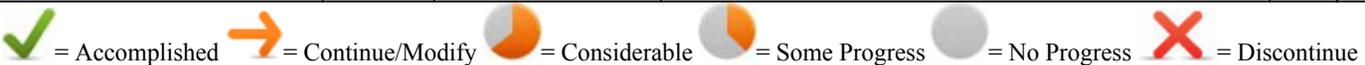
**Performance Objective 1:** Wolfe will interpret and utilize disaggregated data in order to address student needs and implement targeted interventions in order to:

- Students at Wolfe ES will increase their performance on Index 1 Student achievement from 78% to 80%
- 70% of K-2nd grade students will meet or exceed district EOY reading level
- 75% of K-2nd grade students will meet or exceed district grade level expectations of campus developed EOY common assessment
- 70% of 2nd-5th grade students will meet expectations on the district math common assessment
- Incorporate technology throughout the curriculum to supplement, enhance and modernize student learning
- Utilize RTI and Kid Chats processes to identify, monitor and facilitate student learning by introducing support systems and interventions to address student academic and/or behavioral needs

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Using proven, data driven teaching techniques including small group instructional groups and differentiated instruction in all classrooms to meet the individual needs of all students.	2, 3, 9, 10	Principal, Assistant Principal, Instructional Coaches, Classroom Teachers	STAAR, AWARE, RTI and Kid chat data will be utilized to monitor and assess student growth throughout the school year.				
Funding Sources: 199 - General Fund - \$500.00							
2) Utilize Title I money toward a highly qualified, full time teacher who will be utilized to target students who need individualized interventions to assist student growth.	2, 3, 9	Principal, Assistant Principal	Students growing out of intervention groups and meeting district proficiency standards				
Funding Sources: 211 - Title I Part A - \$36,000.00							
3) Allow teachers to attend quality, proven professional development workshops and trainings in order to build each teachers knowledge base to enhance the instruction in classrooms.	3, 4, 5, 10	Principal, Assistant Principal, Instructional Coaches	During administrative walkthroughs and PDAS/KDAS evaluations, new teaching strategies will be introduced into the classrooms.				
Funding Sources: 211 - Title I Part A - \$1,000.00, 199 - General Fund - \$2,500.00, 461 - Campus Activity Fund - \$1,900.00							

4) Utilize special projects funds and Title I funds to hire highly qualified supplemental tutors who will join the intervention team in targeting RTI and Kid Chat intervention groups	2, 3, 10	Principal, Assistant Principal, Intervention team	Student increase in STAAR, End of Year assessments, and EOY report card grades				
	Funding Sources: 192 - Special Project - \$13,000.00, 211 - Title I Part A - \$500.00						
5) Utilize Title III A- Immigrant funds to supplement instruction with after school tutorials available to ELL students who are in need.	2, 3, 10	Principal, Assistant Principal, ESL Teachers	Increase in TELPAS and STAAR scores in the ELL demographic.				
	Funding Sources: 263 - Title III-A Immigrant - \$1,500.00, 199 - General Fund - \$500.00						
6) Analyze student data in RTI and Kid Chat meetings in order to determine and assign students to different intervention groups to target student needs.	2, 3, 8, 9	Principal, Assistant Principal, Intervention Teachers, Classroom Teachers	Increase in STAAR, End of Year assessments, and EOY report cards in struggling student demographics and populations.				
							

**Goal 1: Student Growth and Success**

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

**Performance Objective 2:** Wolfe ES will assist students in transitioning from home to school and elementary to junior high by providing KinderCamp to incoming kindergarten students and invite staff from the middle school to come frequently to talk to 5th grad students.

**Evaluation Data Source(s) 2:** Sign In Sheets, Agendas, Handouts

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Wolfe will host an annual Kindergarten RoundUp in the spring inviting all incoming Kindergarten students and their families to orient families with Wolfe and help them prepare for success as Kindergarten.	6, 7, 10	Kindergarten teachers Administration Academic Support	Sign-In Sheets Enrollment				
Funding Sources: 211 - Title I Part A - \$200.00, 199 - General Fund - \$100.00							
2) Wolfe Kindergarten teachers will screen incoming kindergarten students before the school year starts to obtain students knowledge regarding skills students demonstrate prior to entering school.	2, 6, 7	Kindergarten Teachers, ESL Teachers, Academic Support	Sign In Sheets, Enrollment, Screening Data				
Funding Sources: 199 - General Fund - \$600.00							
							

## Goal 2: Safe and Orderly Learning and Working Environment

A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

**Performance Objective 1:** Wolfe ES will continue to foster a positive learning environment by increasing teacher and staff confidence in the PBIS model to 80% by hosting ongoing professional development in PBIS, CHAMPS, and STOIC. Staff will also ensure a secure building.

**Evaluation Data Source(s) 1:** Sign In Sheets, Referral data, Handouts

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Provide teachers and staff with quality professional development in PBIS &amp; CHAMPS models to provide teachers with strategies to manage student behavior.</p> <p>Common expectations will be set throughout the school as well as in the individual teachers classrooms in order for the students to know and achieve the positive goals.</p> <p>STARBUcks will be given to students who exhibit the campus wide STAR expectations. The students will then be able to exchange these STARBUcks for special privileges.</p> <p>Staff will also participate in STAFFBUcks to show recognition for staff members who go above and beyond to assist. This will set an example for the students. Staff will be able to purchase separate items or privileges when they collect enough STAFFBUcks.</p>	2, 4, 10	Principal, Assistant Principal, Campus PBIS Team Members	Students will feel safe and secure while within the walls of Wolfe ES. There will also be a decrease in student office referrals.				
Funding Sources: 199 - General Fund - \$1,500.00, 865 - Principal Activity - \$1,000.00							
<p>2) All visitors will be required to check in with the front office and be screened through the RAPTOR system to ensure student safety.</p> <p>Staff will also monitor exterior doors to ensure they are closed and locked at all times. If there are any abnormalities, they will let the front office know who will then notify Maintenance and Emergency Management.</p>		Principal, Assistant Principal, Technology, Emergency Management	End of year reports show that there are no unauthorized entrants onto Wolfe ES campus.				

3) Campus will work with the Police and Emergency Management Departments of Katy ISD to ensure all students and staff know the appropriate responses to emergencies by providing them the Emergency flip chart as well as conducting monthly drills.	2	Principal, Assistant Principal, Emergency Management Department	Campus will ensure there is documentation of all drills conducted on campus and emergencies by letting the Emergency Management department know what is occurring on campus.				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

### Goal 3: Community Engagement

**Wolfe will continue to build a welcoming and engaging environment for parents and students where collaboration between home and school is fostered and encouraged.**

**Performance Objective 1:** Bridge the gap between home and school by providing a variety of events for parents to participate and engage in learning along with students.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Plan, organize and host a campus wide Literacy Night and STEAM Night. These events will allow students and parents to interact with teachers and staff, as well as get a first hand look at the curriculum.	6, 10	Principal, Assistant Principal, Instructional Coaches	Coming up with different methods, such as sign in sheets or activities where students write their name will allow the school to see the number of parents who attended.				
	Funding Sources: 211 - Title I Part A - \$300.00, 199 - General Fund PTA Donation - \$900.00, 199 - General Fund - \$300.00						
2) Principal will host monthly Principal's Coffee meetings open to all parents to attend. In these meetings, the principal will bring in a variety of speakers who present different topics to parents relating to current educational norms and practices.	4, 6, 10	Principal	Parent sign in sheets and a parent survey / feedback will allow the campus to see if the parents are utilizing the meetings.				
	Funding Sources: 211 - Title I Part A - \$600.00, 199 - General Fund - \$100.00						
3) Counselor will host a book study available for all parents to participate in. The group will read a book relating to relationships and well being of the students, and they will discuss how parents can support the students inside and outside of the school setting.	6, 10	Principal, Counselor, Title I Coordinator	Sign in sheets will allow the campus to track if parents who showed up to the first meeting would continue to participate in the book study.				
	Funding Sources: 211 - Title I Part A - \$150.00, 461 - Campus Activity Fund - \$100.00						
4) Teachers will provide parents and students with the parent, student, teacher compact so all community members know their role in the students educational learning.	2, 6	Classroom Teachers, Principal, Title I Coordinator	Keep a running record in the classroom of all of the parents and students who have signed the compact.				
5) Host a financial literacy class, put on by a local business partner, after school hours available to the parents of students to come and learn about financial literacy in the home.	6	Principal, Counselor	Make available a sign in sheet for parents to sign when they attend the class.				
	Funding Sources: 211 - Title I Part A - \$75.00						
							

**Goal 3: Community Engagement**

Wolfe will continue to build a welcoming and engaging environment for parents and students where collaboration between home and school is fostered and encouraged.

**Performance Objective 2:** Wolfe staff will host several events open to parents and students to further their home school connection. Wolfe community will be invited to attend Reading Night, STEM Night, University Night and Festival to bridge the connection between home and school

**Evaluation Data Source(s) 2:** Attendance Rosters, STAAR data

**Summative Evaluation 2:**

**Goal 4: Effective and Efficient Operations**

**Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.**

**Performance Objective 1:** Resources will be allocated to improve the working and learning environment.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase use of Katy ISD print shop resources for printing instructional material in order to reduce the amount of copies made on the campus. This will help minimize waste/use of campus resources.	2	Principal, Grade Level Team Leaders	Decrease in the campus resources used and an increase in the usage in the final EOY budget review				
	Funding Sources: 199 - General Fund - \$8,000.00						
2) Make available professional development to all administration, teachers and staff in order to grow the knowledge base and capacity in related fields, such as technology and leadership, in order to increase student achievement.	4, 5, 10	Principal, Assistant Principal, Instructional Coaches	An increase in student achievement by teachers and staff applying knowledge gained from professional development.				
	Funding Sources: 199 - General Fund - \$1,300.00, 199 - General Fund PTA Donation - \$2,000.00, 211 - Title I Part A - \$500.00						
							

**Goal 4: Effective and Efficient Operations**

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

**Performance Objective 2:** Principal and hiring committee will recruit highly qualified teachers who will positively impact school culture and meet the diverse needs of the student population.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal and committee will meet and interview qualified candidates for vacant and supplemental positions on the campus. The committee will collaborate and decide on the individual who will make the greatest positive impact on the campus.	3, 5	Principal, Assistant Principal, Interview Committee	Retention of highly qualified staff members.				
							

## Goal 5: Organizational Improvement

Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

**Performance Objective 1:** Create and maintain a positive and collaborative school culture who puts the needs of students first.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will meet with various teams weekly in order to discuss the events occurring on campus as well as listen to presentations by different district personnel. This will allow the staff to collaboratively participate in the decision making of the campus.	4, 5	Principal, Assistant Principal	Percentage of staff members returning from the previous year will increase by 10%				
2) Campus leadership team will participate in a book study to research and discuss the effects of a positive culture on the organizational efficiency of the school as well as student achievement.	2, 5	Principal, Assistant Principal	The collaboration of grade level teams will allow vertical teams to properly function, morale to consistently stay high, and overall staff retention to remain high. End of Year teacher surveys will also be available to analyze.				
Funding Sources: 199 - General Fund - \$200.00							
3) Instructional Coaches will meet with grade level teams once a week in order to ensure quality instruction is occurring in the classrooms. During this time, teachers will be able to collaborate with the instructional coaches to increase their knowledge base.	2, 3, 4, 8	Instructional Coaches, Principal	Quality instruction in the classroom will lead to an increase in student achievement. Administration will also see an increase in PDAS/KDAS evaluation scores.				
4) New teachers to the campus will meet with the lead campus mentor as well as their individual mentor whenever they need assistance with any professional needs they may have throughout the school year.	2, 5	Principal, Assistant Principal, Lead Mentor Teacher	Increase in retention of teachers and positive feedback from new teachers when administration meets with lead mentor teacher and individual new teachers.				
							

**Goal 5: Organizational Improvement**

Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

**Performance Objective 2:** Campus will gather and analyze data throughout the school year in order to make educational and staff assignment decisions.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Wolfe ES will collect data through district and local assessments to strategically analyze it in kid chats and data dives to assist in targeted interventions and differentiated planning with the instructional coaches.	2, 8, 9	Principal, Assistant Principal, Classroom Teachers, Intervention Teachers	Increase performance on index 1 student achievement by 5% in all the special populations categories				
							

# State Compensatory

## Personnel for Wolfe Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Morris	Dyslexia Teacher		
Beth Morrow	ESL Teacher		
Christine Storms	Intervention Teacher		
Jennifer Sheffield	Title I Teacher	Title I	
John Storms	Intervention Teacher/Facilitator		
Kim Westerman	Title I Teacher	Title I	
Susie Costello	ESL Teacher		

# Title I

## 1: Comprehensive Needs Assessment

1) Student Growth and Success - Wolfe's recent STAAR assessment shows there is a need to (a)target writing instruction in 4th grade, as well as all content areas with the (b)Special Education and (c)English Language Learners Population. The campus has assessed many of these needs and put in place many different strategies, offer professional development opportunities and encourage teacher collaboration. (d)Wolfe will also continue to utilize the kid chat committees in order to target struggling students in order to determine their interventions.

2) Safe and Orderly Working Environment - (a) The campus will continue to attempt to decrease discipline referrals and work to create a safer school community for all. (b) Wolfe will continue to refine emergency plans tailored for the unique needs of the campus. (c) Wolfe will also continue to work on character development and education for all students on campus to create a life-long learning community.

## 2: Schoolwide Reform Strategies

1) Student Growth and Success

a)The 4th grade writing teachers will continue to work with the instructional coach on a weekly basis to review specific goals and to review/develop strategies to integrate into the writer's workshop model. Professional development with Meredith Alvaro will introduce sheltered instruction strategies and interventions with writer's workshop to increase student achievement in the ELL and General Education populations.

b)Wolfe will continue to work towards an inclusive model for targeted support and interventions in the special education population. Support will be provided by two certified Special Education teachers as well as 4 trained Special Education paraprofessionals who will push in the general education classroom as well as pull out for targeted interventions.

c)Wolfe will continue to target the English Language Learner population by pulling out groups as well as a collaborative co-teach model between the ESL teachers and classroom teachers. The campus will also be participating in the 7 Steps to a Language-Rich Interactive Classroom school wide. This is a research-based professional development which is designed to promote language development and engagement for all students.

d)Wolfe will continue to hold Kid Chats once per grading period in order to assess student data and plan targeted interventions for struggling students. The Kid Chat committee will consist of the grade level general education teachers as well as Title 1 interventionists, ESL interventionists, Dyslexia interventionist, Math/Science interventionists, Instructional Coaches and administration. Students will be placed and moved in and out of groups based on up to date data provided by the classroom teacher as well as input from the interventionists.

2) Safe and Orderly Working Environment

a) Wolfe will continue to implement the PBIS (Positive Behavior Intervention Solutions) model as a campus. This will encourage positive behavior through common expectations. The staff will receive PBIS training at the beginning of the year, as well as a CHAMPS training to provide the teachers with strategies on how to encourage positive behavior as well as create common classroom expectations.

b) The safety team at Wolfe will review the emergency response guide in order to assure they can disseminate correct information to their teams. Will also determine best exit strategies. Campus will also work with emergency response department personnel in order to determine best strategies for emergency campus needs. Wolfe will also provide training from the emergency response department in order to prepare for extreme situations.

c) Wolfe will participate in the CLAY student leadership program and work with community members to teach character and leadership lessons to students throughout the school. This program will help create a more positive learning environment through its curriculum. Wolfe will also continue to participate in the Core-Essentials program, and encourage students to learn the trait of the month and exhibit the trait in the classroom setting by providing incentives.

## 3: Instruction by highly qualified professional teachers

Retain and recruit highly qualified teachers by providing support, training, and staff development to meet the diverse needs of our learners and teachers.

#### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Provide ongoing staff development and support to meet the diverse student needs within the general classroom. Campus will ensure teachers and staff know about the quality professional development offered by the district as well as bring in experts to target specific campus staff development needs. The campus will participate in the interactive book study "7 Steps to a Language-Rich Interactive Classroom" to target the ELL population as well as improve instruction for all students on campus. Teachers will also meet weekly with the campus Instructional Coaches who will be able to suggest targeted professional development for each individual teacher.

#### **5: Strategies to attract highly qualified teachers**

Recruit and retain highly qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the Website, participating in job fairs, posting vacancies through the Katy website, and working closely with HR to ensure applicants are highly qualified.

#### **6: Strategies to increase parental involvement**

Wolfe Elementary looks to its community for support and collaboration. In order to bridge the gap between home and school, Wolfe will work hand in hand with the community to honor long-standing traditions as well as look to new ideas in order to increase parental involvement.

- 1) Wolfe will host academically based community outreach events such as Literacy Night and STEAM Night where the community can interact with the subject and cultivate an excitement for learning in the home as well as at school.
- 2) Wolfe will host a community book study with the counselor to support a positive home culture in order to augment student learning.
- 3) Wolfe will host a financial literacy night for the community, to be put on by a local business partner, to support those who are in need of sound financial advice.
- 4) The principal will host a "Principal's Coffee" once a month and encourage community members to attend. In these meetings, the principal will invite a multitude of campus based staff to go over ideas, concepts, and provide information about the curriculum.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Wolfe will host a kindergarten round up available to all incoming parents and students so they will be able to see the upcoming expectations and transitions. Kindergarten teachers will also administer a common base assessment to all incoming students to be able to differentiate instruction within the classroom.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Wolfe strives to involve teachers in all aspects of decision making processes on campus. Teachers meet weekly with the Instructional Coaches where they are able to discuss lesson planning as well as academic assessments. Grade level team leaders are also asked by administration for input during Leadership Team meetings. Teachers will also participate in kid chats and data dives to analyze student progress and district learning assessments for benchmark purposes. Wolfe Instructional Coaches will also create Common Base Assessments with input and submissions from the teachers throughout the entire school year.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Campus will hold Response to Intervention (RTI) meetings as a first intervention to student issues, hold Kid Chat meetings once per grading period where teachers and administration analyze data and determine specific interventions for campus instructional specialists, and participate in data dives with the district to target individual classroom needs. Teachers will also differentiate instruction for each individual student in the classroom.

**10: Coordination and integration of federal, state and local services and programs**

Campus will look to utilize and integrate multiple funding sources available to the campus, including the 162- Title I funds, 199 - State compensatory education funds, 192 - Special projects funds, 263 - Title III Immigrant funds, as well as 461 - Campus Activity funds to promote a positive culture that provides accessible staff development opportunities, recruits highly qualified teachers and special projects/ESL tutors, and creates a community where parents feel connected with the school.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Sheffield	Teacher	Title I	1
Kimberly Westerman	Teacher	Title I	1

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tia Thomas	Asst Principal
Paraprofessional	Janet Caboche	Secretary
Non-classroom Professional	Kim Westerman	Title 1 Representative

# Campus Funding Summary

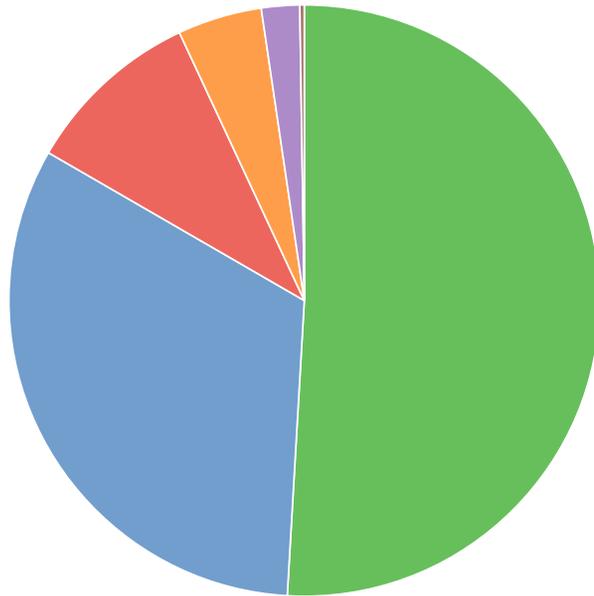
<b>192 - Special Project</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$13,000.00
<b>Sub-Total</b>					<b>\$13,000.00</b>
<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Paper, Snacks, manipulatives		\$500.00
1	1	3	Registration, Travel Cost		\$2,500.00
1	1	5			\$500.00
1	2	1			\$100.00
1	2	2	Assessment Materials		\$600.00
2	1	1	Print Shop, Incentives, Professional Development		\$1,500.00
3	1	1			\$300.00
3	1	2			\$100.00
4	1	1			\$8,000.00
4	1	2			\$1,300.00
5	1	2			\$200.00
<b>Sub-Total</b>					<b>\$15,600.00</b>
<b>199 - General Fund PTA Donation</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$900.00
4	1	2			\$2,000.00
<b>Sub-Total</b>					<b>\$2,900.00</b>
<b>211 - Title I Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher Salary		\$36,000.00

1	1	3	Registration, Travel Cost		\$1,000.00
1	1	4			\$500.00
1	2	1	Handouts, Snacks		\$200.00
3	1	1			\$300.00
3	1	2			\$600.00
3	1	3			\$150.00
3	1	5			\$75.00
4	1	2			\$500.00
<b>Sub-Total</b>					\$39,325.00
<b>263 - Title III-A Immigrant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	5			\$1,500.00
<b>Sub-Total</b>					\$1,500.00
<b>461 - Campus Activity Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Registration, Travel, Cost		\$1,900.00
3	1	3			\$100.00
<b>Sub-Total</b>					\$2,000.00
<b>865 - Principal Activity</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1	Print Shop, Incentives, Training		\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Grand Total</b>					\$75,325.00

# Addendums

# Wolfe Elementary

## Student Profile



## Student Statistics

Total Enrollment	432
At-Risk	55.3%
Low Income	55.1%
Limited English Proficient	28.5%
Special Education	10.4%
Career Technology Education	-
Bil/English as a Second Language	27.8%
Gifted/Talented	4.9%
Title I	100.0%
Attendance Rate (2013-14)	96.7%

' \* ' indicates the number was masked by TEA. ' - ' indicates zero students.  
 Source: PEIMS snapshot demographic data for 2015-16. Attendance from 2014-15 TAPR.

Race/Ethnicity	#	%
Hispanic	220	50.9%
White	140	32.4%
Black or African American	42	9.7%
Asian	20	4.6%
Two or More Races	9	2.1%
Other	1	0.2%

Other includes student groups whose counts were masked by TEA, where applicable.

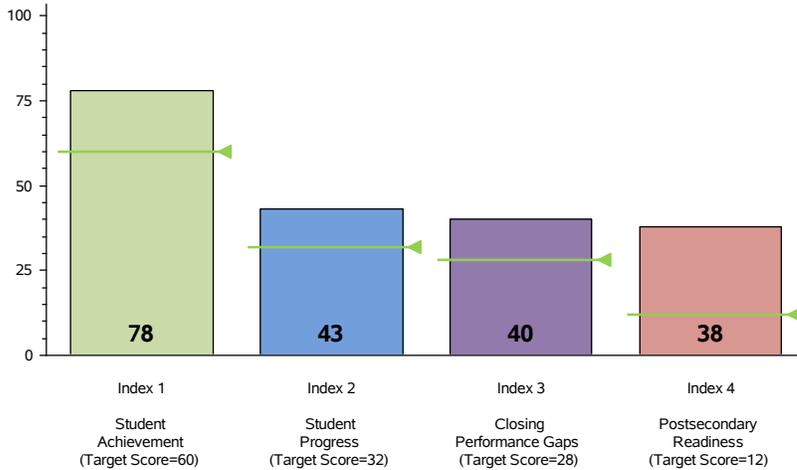
**TEXAS EDUCATION AGENCY**  
**2016 Accountability Summary**  
 MAURICE L WOLFE EL (101914101) - KATY ISD

**Accountability Rating**

**Met Standard**

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Performance Index Report**



**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	401	513	78
2 - Student Progress	432	1,000	43
3 - Closing Performance Gaps	639	1,600	40
4 - Postsecondary Readiness			
STAAR Score	38.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		38

**Distinction Designation**



Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

**Campus Demographics**

Campus Type	Elementary
Campus Size	432 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	55.1
Percent English Language Learners	28.5
Mobility Rate	11.9

**System Safeguards**

Number and Percentage of Indicators Met	
Performance Rates	13 out of 16 = 81%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>23 out of 26 = 88%</b>

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

## Wolfe Elementary - Math

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	214	171	80%	83	39%	39	18%	85%
Black/African American	21	14	67%	5	24%	2	10%	72%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	10	9	90%	4	40%	3	30%	90%
Hispanic	118	89	75%	36	31%	15	13%	80%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	59	54	92%	34	58%	16	27%	95%
Two or More Races	6	5	83%	4	67%	3	50%	88%
Economically Disadvantaged	120	87	73%	35	29%	16	13%	78%
Special Education	16	4	25%	1	6%	0	0%	60%
English Language Learner	67	46	69%	17	25%	7	10%	75%

## Wolfe Elementary - Reading

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	214	169	79%	86	40%	43	20%	85%
Black/African American	21	16	76%	8	38%	2	10%	80%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	10	9	90%	3	30%	3	30%	
Hispanic	118	86	73%	38	32%	13	11%	80%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	59	53	90%	32	54%	21	36%	90%
Two or More Races	6	5	83%	5	83%	4	67%	
Economically Disadvantaged	120	87	73%	35	29%	12	10%	90%
Special Education	16	4	25%	0	0%	0	0%	60%
English Language Learner	67	44	66%	16	24%	6	9%	75%

## Wolfe Elementary - Science

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	59	45	76%	21	36%	9	15%	50%
Black/African American	5	*	*	*	*	*	*	
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	2	*	*	*	*	*	*	
Hispanic	32	19	59%	10	31%	4	13%	65%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	18	18	100%	7	39%	4	22%	100%
Two or More Races	2	*	*	*	*	*	*	
Economically Disadvantaged	36	25	69%	10	28%	3	8%	75%
Special Education	2	*	*	*	*	*	*	
English Language Learner	14	7	50%	2	14%	0	0%	60%

## Wolfe Elementary - Writing

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	72	41	57%	18	25%	7	10%	65%
Black/African American	8	5	63%	0	0%	0	0%	70%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	2	*	*	*	*	*	*	
Hispanic	43	21	49%	12	28%	4	9%	55%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	18	13	72%	6	33%	3	17%	80%
Two or More Races	1	*	*	*	*	*	*	
Economically Disadvantaged	36	18	50%	7	19%	1	3%	60%
Special Education	9	1	11%	0	0%	0	0%	60%
English Language Learner	24	9	38%	2	8%	1	4%	60%