

Katy Independent School District
Wolfe Elementary
2025-2026 Comprehensive Needs Assessment



Mission Statement

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

Vision

We empower, encourage, and prepare our students to share a positive legacy.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	8
Student Learning	11
School Processes & Programs	19
Perceptions	21

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Overview Wolfe Elementary

Comprehensive Needs Assessment School Profile

Wolfe Elementary is a campus in Katy ISD opened its doors in 1969.

It is projected to serve 443 students in grades Pre-K-5th during the 2024-2025 school year, which is 31 an increase from the previous year of 412. The campus is an elementary Title 1 school.

List of Stakeholders and roles

Principal (Katy ISD has only 1 Principal per campus)	Anna Hinojosa	Parent	
Assistant Principal (Other School Leader)	Kristin Graves	Parent	Robin Welsh
Other school leader	Becky Woodring	District Representative	Vivian Muldune and Tiffany White
Teacher	Shatynna Smith	District Representative	Meredith Smith
Teacher	Ryan Barton	Community/Business	Jacole Rogers
Paraprofessional	Alexsandra De Paula	Community/Business	Christina Athari
Paraprofessional	Georgiana Trevino	Specialized School Support	Beth Morrow/ and Karen Craig / Kyleshia August

Comprehensive Needs Assessment Process

Wolfe needs assessment process is described below. The campus leadership team evaluated the 2024-2025 data. We reviewed the following data: Sample Data

STAAR /Interim

Dream Box/Amira Reports

Attendance

Surveys and Interview with Parents/Students/Staff

Discipline

Teacher Turnover Rate

Homeless Students

RTI/ MTSS

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met face to face on March 19th & March 23, 2025 to develop the CNA and again on May 14, 2025 to develop the CIP. The meetings were held in the campus library starting at 3:45 p.m. on both dates. We plan to meet each quarter during the 25/26 school year.

At the first meeting on March 19th, Principal Hinojosa began the meeting with introductions. Then, Principal Hinojosa shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Hinojosa then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2024-2025 school year. Principal Hinojosa lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 10 specific data points to identify strengths and problems from 2024-2025 school year. Principal Hinojosa thanked everyone for their participation and reminded everyone of the CNA meeting on March 24, 2025.

At the second meeting on March 23, 2025, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2024-2025, but focused most of the meeting on the problems that were identified from the data. Principal Hinojosa lead the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

Priority Problem Statement and Root Causes

Problem Statement

Our PBIS committee only met twice last school year to review behavior trends in the building. Behavior K-5 is impacting instruction in classrooms, which affects student performance outcomes for the different sub populations.

Root Cause

Wolfe Staff need beginning of the year and ongoing training on how to use a variety of behavior strategies & interventions consistently throughout the year to increase student engagement and decrease off task student behaviors. The PBIS committee will meet once a nine week to analyze the behavior trends in the building and collaborate with the administrators, counselor & MTSS-B personnel.

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Problem Statement

In grades 3rd-5th, our Reading , Math & Science data indicates that our students, both individually and student groups are not performing as high as other Title 1 campuses in meets and masters. We will increase the STAAR results for the above areas by 3%.

Root Cause

Some teachers need initial and ongoing professional development on understanding the depth of the TEK which could include the use of instructional strategies and/or a variety of supplies and materials to help enhance the first teach.

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Problem Statement

Parents perceive a lack of communication from the campus regarding what content is currently being taught and how their child is performing & on going discipline issues that may be occurring in the class.

Root Cause

Some of teachers are not consistent with the communication with parents in regards to their student's academic and behavior. Teachers also need to be consistent with following the discipline matrix. Teachers will need professional development about communication guidelines from the campus.

Problem Statement

Some of the students from the different accountability groupings are performing below grade level are not progressing at a sufficient rate to meet grade level expectations.

Root Cause

Teachers are receiving students each year performing below grade level throughout the year. Teachers need professional development on how to scaffold instruction to meet the needs of the diverse students

Three Areas of Focus for Next Year

1. Student Achievement-Reading & Math
2. School Wide behavior expectations
3. Parent communication

Demographics

Demographics Summary

Wolfe Elementary, established in 1969, is the easternmost elementary school in Katy ISD, situated near the Energy Corridor along Highway 6 and I-10. Though it is the district's smallest elementary school, it boasts a unique blend of community diversity and a strong history of service. The campus underwent a renovation in 2012 to better serve its students and staff.

Student Demographics

As of May 2025, Wolfe Elementary serves **427 students** from **Pre-K through 5th grade**. The student population reflects a rich cultural diversity:

- **Hispanic:** 41.5%
- **African American:** 27.2%
- **White:** 22%
- **Asian:** 5%

Other key student demographics:

- **Economically Disadvantaged:** 65.57%
- **At-Risk:** 53%
- **Limited English Proficient:** 23.89%
- **Special Education:** 24.9%
- **Gifted and Talented:** 4.9%
- **Homeless:** 6%
- **Mobility Rate:** 27%
- **Migrant Students:** 0%

Due to its location in a high-traffic, transitional area, Wolfe sees a significant influx of families transferring from nearby districts.

Staff & Leadership

Wolfe Elementary has an experienced instructional staff averaging **11 years** in education. Staff demographics include:

- **White:** 72%
- **Hispanic:** 19%

- **African American:** 3%

The school has a structured leadership system in place:

- **Team Leaders** for each grade level, special education, specials, and academic support meet monthly with administration and assist in planning and committee work.
- **Paraprofessionals**, both instructional and non-instructional, support various departments. Instructional aides are required to have 60 college hours or pass the para-pro assessment.

Wolfe Elementary has invested in staff recognition and mentorship:

- Staff achievements are celebrated via **newsletters**, the **Remind app**, **certificates**, and **verbal praise**.
- A structured **mentorship program** supports new teachers with regular check-ins, planning help, and tailored training.
- **Administrators** provide individualized coaching for new staff to support instructional growth.

After a comparative review of data between the 2023–2024 and 2024–2025 school years, the campus noted a rise in discipline infractions. In response, the school will focus on:

- Reinforcing **school-wide behavior expectations**
- Supporting staff in consistent implementation of **behavior systems**
- Continuing collaboration between leadership and teachers to improve campus climate

Demographics Strengths

At Wolfe Elementary, we have a diverse group of students who attend Wolfe. Our enrollment is relatively lower than any other elementary campus in Katy ISD, which allows us to get to know many of the student's on a first name basis and build great relationships with the students and their families. Our small classroom sizes allow us to meet the educational needs of our students. Our school community is surrounded by an affluent neighborhood, which works closely with the school to ensure that all the students are being taken care of throughout the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our PBIS committee only met twice last school year to review behavior trends in the building. Behavior K-5 is impacting instruction in classrooms, which affects student performance outcomes for the different sub populations.

Root Cause: Wolfe Staff need beginning of the year and ongoing training on how to use a variety of behavior strategies & interventions consistently throughout the year to increase

student engagement and decrease off task student behaviors. The PBIS committee will meet once a nine week to analyze the behavior trends in the building and collaborate with the administrators, counselor & MTSS-B personnel.

Student Learning

Student Learning Summary

At Wolfe Elementary, our two top academic areas that we are continuously focusing on is Reading and Math. Our previous STAAR data for grades 3rd-5th indicated that not all of our sub populations were performing at the same level of their peers.

	May 2024 STAAR Reading Language Arts, Grade 3				May 2025 STAAR Reading Language Arts, Grade 3			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
WE	52	73.08%	44.23%	19.23%	68	70.59%	57.35%	26.47%
Economic Disadvantage	34	67.65%	50%	17.65%	45	60%	44.44%	15.56%
Asian	2	100%	100%	0%	3	100%	66.67%	66.67%
Black/African American	5	60%	60%	0%	18	55.56%	44.44%	5.56%
Hispanic	26	65.38%	38.46%	19.23%	26	69.23%	46.15%	19.23%
Native Hawaiian/Pacific Islander	1	100%	100%	0%	-	-	-	-
Two or More Races	3	66.67%	0%	0%	3	66.67%	66.67%	66.67%
White	15	86.67%	46.67%	33.33%	18	83.33%	83.33%	44.44%
Currently Emergent Bilingual	11	54.55%	18.18%	0%	17	70.59%	47.06%	29.41%
First Year of Monitoring	2	100%	100%	100%	-	-	-	-
Special Ed Indicator	25	60%	16%	4%	18	55.56%	50%	11.11%

Wolfe Elementary saw **notable improvements** in 3rd grade Reading STAAR results from the 2023–2024 to the 2024–2025 school year. **All performance categories** showed increases, reflecting the school’s focused efforts in reading instruction, intervention strategies, and professional development. This growth is a strong indicator that campus-wide instructional systems and supports are positively impacting student achievement.

	May 2024 STAAR Mathematics, Grade 3				May 2025 STAAR Mathematics, Grade 3			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
WE	52	59.62%	44.23%	17.31%	69	69.57%	37.68%	18.84%
Economic Disadvantage	34	47.06%	38.24%	14.71%	45	60%	24.44%	13.33%
Asian	2	100%	100%	0%	3	100%	33.33%	0%
Black/African American	5	60%	20%	0%	19	57.89%	26.32%	5.26%
Hispanic	26	46.15%	26.92%	15.38%	26	61.54%	26.92%	23.08%
Native Hawaiian/Pacific Islander	1	0%	0%	0%	-	-	-	-
Two or More Races	3	66.67%	66.67%	0%	3	66.67%	66.67%	66.67%
White	15	80%	73.33%	33.33%	18	88.89%	61.11%	22.22%
Currently Emergent Bilingual	11	27.27%	18.18%	0%	17	76.47%	35.29%	23.53%
First Year of Monitoring	2	100%	100%	50%	-	-	-	-
Special Ed Indicator	25	40%	24%	8%	18	44.44%	33.33%	11.11%

Wolfe Elementary also saw a small **increase in overall 3rd grade Masters Math STAAR performance** from the 2023–2024 to the 2024–2025 school year. This growth demonstrates the effectiveness of intentional math instruction, focused intervention, and collaborative planning efforts across the grade level.

	May 2024 STAAR Reading Language Arts, Grade 4				May 2025 STAAR Reading Language Arts, Grade 4			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
WE	58	77.59%	51.72%	32.76%	61	72.13%	42.62%	21.31%

	May 2024 STAAR Reading Language Arts, Grade 4				May 2025 STAAR Reading Language Arts, Grade 4			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Economic Disadvantage	31	64.52%	32.26%	12.90%	40	65%	37.50%	15%
Asian	3	100%	100%	100%	2	100%	100%	50%
Black/African American	12	75%	41.67%	16.67%	9	66.67%	44.44%	0%
Hispanic	28	71.43%	39.29%	28.57%	30	63.33%	30%	20%
Native Hawaiian/Pacific Islander	-	-	-	-	1	100%	0%	0%
Two or More Races	2	50%	50%	0%	3	100%	0%	0%
White	13	92.31%	76.92%	46.15%	16	81.25%	68.75%	37.50%
Currently Emergent Bilingual	7	14.29%	0%	0%	16	50%	31.25%	6.25%
First Year of Monitoring	2	100%	100%	100%	2	100%	100%	100%
Special Ed Indicator	19	47.37%	15.79%	0%	27	51.85%	22.22%	11.11%

Wolfe Elementary experienced a **slight decrease in overall 4th grade Reading STAAR performance** when compared to the previous school year. While the decline was not significant, it has prompted a closer analysis of instructional practices, curriculum alignment, and student supports at this grade level.

	May 2024 STAAR Mathematics, Grade 4				May 2025 STAAR Mathematics, Grade 4			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
WE	58	65.52%	46.55%	27.59%	61	57.38%	40.98%	24.59%
Economic Disadvantage	31	45.16%	22.58%	12.90%	40	50%	32.50%	15%

	May 2024 STAAR Mathematics, Grade 4				May 2025 STAAR Mathematics, Grade 4			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Asian	3	100%	100%	100%	2	100%	100%	50%
Black/African American	12	58.33%	33.33%	8.33%	9	44.44%	11.11%	0%
Hispanic	28	57.14%	39.29%	25%	30	46.67%	26.67%	10%
Native Hawaiian/Pacific Islander	-	-	-	-	1	0%	0%	0%
Two or More Races	2	50%	0%	0%	3	66.67%	33.33%	0%
White	13	84.62%	69.23%	38.46%	16	81.25%	81.25%	68.75%
Currently Emergent Bilingual	7	14.29%	0%	0%	16	37.50%	18.75%	6.25%
First Year of Monitoring	2	100%	100%	100%	2	100%	100%	0%
Special Ed Indicator	19	26.32%	10.53%	5.26%	27	44.44%	29.63%	14.81%

Wolfe Elementary experienced a **slight decrease in overall 4th grade Math STAAR performance** when compared to the previous school year. While the decline was not significant, it has prompted a closer analysis of instructional practices, curriculum alignment, and student supports at this grade level.

	May 2024 STAAR Reading Language Arts, Grade 5				May 2025 STAAR Reading Language Arts, Grade 5	
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)
WE	63	80.95%	61.90%	42.86%	59	77.97%
Economic Disadvantage	41	73.17%	51.22%	29.27%	32	65.62%

	May 2024 STAAR Reading Language Arts, Grade 5				May 2025 STAAR Reading Language Arts, Grade 5	
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)
Asian	4	100%	50%	50%	3	100%
Black/African American	16	81.25%	68.75%	37.50%	12	75%
Hispanic	30	73.33%	46.67%	26.67%	28	75%
Two or More Races	1	100%	100%	100%	3	66.67%
White	12	91.67%	91.67%	83.33%	13	84.62%
Currently Emergent Bilingual	11	63.64%	18.18%	0%	6	33.33%
First Year of Monitoring	6	100%	83.33%	50%	2	100%
Special Ed Indicator	14	42.86%	21.43%	14.29%	19	47.37%

Wolfe Elementary experienced a **slight decrease in Masters in 5th grade Reading STAAR performance** when compared to the previous school year. While the decline was not significant, it has prompted a closer analysis of instructional practices, curriculum alignment, and student supports at this grade level.

	May 2024 STAAR Mathematics, Grade 5				May 2025 STAAR Mathematics, Grade 5	
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)
WE	63	74.60%	49.21%	20.63%	59	74.58%
Economic Disadvantage	41	63.41%	31.71%	7.32%	32	62.50%

	May 2024 STAAR Mathematics, Grade 5				May 2023 STAAR Mathematics, Grade 5	
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)
Asian	4	100%	100%	75%	3	100%
Black/African American	16	68.75%	31.25%	0%	12	75%
Hispanic	30	66.67%	36.67%	10%	28	64.29%
Two or More Races	1	100%	100%	100%	3	33.33%
White	12	91.67%	83.33%	50%	13	100%
Currently Emergent Bilingual	11	63.64%	18.18%	9.09%	6	33.33%
First Year of Monitoring	6	83.33%	66.67%	33.33%	2	100%
Special Ed Indicator	14	50%	21.43%	14.29%	19	47.37%

Wolfe Elementary's **5th grade Math STAAR scores remained consistent overall** compared to the 2023–2024 school year, reflecting stability in instruction and student understanding across the grade level. Notably, there was a **slight increase in the percentage of students achieving at the Masters level**, indicating progress in extending student learning beyond basic proficiency.

	May 2024 STAAR Science, Grade 5				May 2023 STAAR Science, Grade 5	
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)
WE	63	76.19%	42.86%	25.40%	59	54.24%

	May 2024 STAAR Science, Grade 5				May 2023 STAAR Science, Grade 5	
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)
Economic Disadvantage	41	65.85%	26.83%	9.76%	32	34.38%
Asian	4	100%	75%	50%	3	100%
Black/African American	16	68.75%	25%	6.25%	12	50%
Hispanic	30	70%	30%	6.67%	28	42.86%
Two or More Races	1	100%	100%	100%	3	33.33%
White	12	91.67%	83.33%	83.33%	13	76.92%
Currently Emergent Bilingual	11	54.55%	9.09%	9.09%	6	0%
First Year of Monitoring	6	100%	66.67%	16.67%	2	100%
Special Ed Indicator	14	42.86%	21.43%	21.43%	19	21.05%

Wolfe Elementary experienced a **major decline in overall 2024-2025 5th grade Science STAAR scores** compared to the 2023–2024 school year. This outcome has prompted an urgent review of science instruction and support systems campus-wide.

Student Learning Strengths

At Wolfe Elementary, our two top academic areas that we are continuously focusing on is Reading and Math. Our data indicates that we are closing the gap in Reading & Math as students are going from 3rd to 4th and then 4th to 5th. We are seeing an increase in our meets and masters compared to previous years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In grades 3rd-5th, our Reading , Math & Science data indicates that our students, both individually and student groups are not performing as high as other Title 1 campuses in meets and masters. We will increase the STAAR results for the above areas by 1%.

Root Cause: Some teachers need initial and ongoing professional development on understanding the depth of the TEK which could include the use of instructional strategies and/or a variety of supplies and materials to help enhance the first teach/small group instruction.

School Processes & Programs

School Processes & Programs Summary

Katy ISD has a curriculum that is aligned to the state TEKS and the district has a plethora of resources and materials for teachers to choose from to teach. At Wolfe Elementary, we have an Instructional Coach who assists the teachers weekly to help them develop authentic lessons to engage the students and ensure they are mastering the TEKS. We have ongoing professional development and data analysis meetings during our professional learning community meetings that occur every other week for primary and intermediate teachers.

Teachers have to create lesson plans for whole groups and small groups students that aligned to the TEKS that they students are expected to master. Staff will analyze the student work to determine which TEKS the student has mastered and need additional support. All the assessment are created jointly with the teacher and instructional coaches to ensure that the teacher's have the end in mind and know the depth of the lesson.

At the start of the school year, the leadership team meet with the teachers to review expectations and systems and structures to ensure the mastery of TEKS. The teachers are trained on the lesson plan templates they are expected to use to help the teacher maximize their lesson for the first line of instruction.

Throughout the school year, the leadership team will walk the classrooms and provide the teachers with on-going feedback about the instruction that is taking place in the classroom. In the walks, we are looking for the alignment of the TEK, first line instruction along with independent work that the students are being provided. In the walks, we also are looking to see how the lessons are diverse to meet the needs of their special education and ESL students. The teachers will receive feedback in a timely manner, to allow them to reflect on their practices and celebrate the success and/or allow them to make adjustments to ensure students master the TEKS. Leadership team comes together to determine next steps based on the feedback on the walks that was provided to the teachers.

The support that is provided to the teachers will look very differently depending on the need of the teacher. A new teacher made need the coaching cycle in which it can be a process of 4 to 6 weeks, compared to a veteran teacher it could be a meeting about additional instructional strategies that would be used to support the students. If we see that the need is greater we have been known to call in district personnel to support the campus to ensure student success.

Each nine weeks we also have Kid Chats where we review the students who may be struggling with academics or behavior. We develop an intervention plan for these students for approximately 9 weeks, in which we review how the student's progress and make adjustments as needed. These students will receive intervention from the classroom teacher or Academic Support Team.

School Processes & Programs Strengths

We have structures in systems in place that allow teachers to meet with both the Instructional coach weekly to collaborate and plan future lesson for the students. The PLC schedule and faculty meetings have time built in to ensure professional development can take place and ongoing pd needed to ensure the successful implementation of campus initiatives.

We have staff members on the campus that can be role models and their peers able to observe to see what excellent classroom management or strong first teach utilizing the I Do, We Do and You Do model.

We have teachers that have taken the initiatives to lead some changes on the campus with PBIS and Ron Clark which has helped to build the climate and culture at Wolfe Elementary. Everyone at Wolfe is part of House and helps to promote a unity with all teachers and students.

Our instructional coordinator has made a tremendous difference with ensuring the Multi Tiered Support System is meeting each nine weeks to discuss the progress of the students who are performing below grade level and what can be done to support the students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some of the students from the different accountability groupings are performing below grade level are not progressing at a sufficient rate to meet grade level expectations.

Root Cause: Teachers are receiving students each year performing below grade level throughout the year. Teachers need professional development on how to scaffold instruction to meet the needs of the diverse students.

Perceptions

Perceptions Summary

We did notice that we had seen a decline in bullying behavior from the previous school year. We have taken many proactive roles this school year with how to help with bullying. This is our third school year with Ron Clark "House System" in which we are intentional with promoting positive climate and culture in the building. We also had project class which was focused on teaching social skills and helping them understand how to talk about their feeling of frustrations, instead of acting out their frustrations. Our counselor also had created counselor chat sessions in which the students would be able to meet with her about items that were bothering the students. This was a proactive way to mitigate situations between students.

According to the Bully survey, students still prefer to tell their parents about a bullying issue and then the parents will report it to us. The survey indicated the majority of bullying taking place on social media platforms.

As a campus, we conducted an informal survey asking the parents how we were doing. We noticed one reoccurring theme for some of the comments. It indicated a lack of communication from the school regarding students who were not performing well in some of the classes.

We continue to work on parent engagement throughout the school year. We provide a variety of ways for the parents to be engaged in their student's learning. We design specific night events that allow the parents to engaged in the their child's learning. The Coffee with the Principal and Campus Advisory Team meetings also allow parents to share ideas of future ways they would like to get engaged their child's learning.

We are able to get many different activities accomplished with our parent volunteers at Wolfe Elementary, however it is the same group of parents that are up here all the time. We need to work on a way to recruit new parent volunteers at Wolfe Elementary.

Perceptions Strengths

The teachers do a good job supporting the students and caring for the kids. The small size of the campus allows all the staff to get to know many of the students by name. The weekly House Chanting allows us to welcome all the new students and induct them to a house which makes them feel part of the Wolfe Community. The parents have also shared they see the excitement of the students talking about their Houses and the friendly competitions between the different houses.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents have expressed concerns about insufficient communication from the campus regarding current instructional content, their child's academic progress, and any ongoing disciplinary issues occurring in the classroom

Root Cause: Some of teachers are not consistent with the communication with parents in regards to their student's academic and behavior. Teachers also need to be consistent with following the discipline matrix. Teachers will need professional development about communication guidelines from the campus.