

Katy Independent School District
Wolfe Elementary
2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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.

Priority Problem Statements

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 1: 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.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 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 2: 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.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 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 3: 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 3 Areas: Perceptions

Problem Statement 4: 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 4: 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.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: July 30, 2025

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

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

Performance Objective 1: SI:-By the end of the year 85% of Wolfe Elementary 2nd-5th Teachers will be able to explicitly/ reteach a mini lesson, by modeling teacher thinking, using a variety of instructional strategies, quality questioning & sequencing lessons into appropriate chunks while in small group.

High Priority

Evaluation Data Sources: Reviewing the Campus Based Assessments and small group monitoring tool used by the campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers were trained on the different components of small group in PLC (We are looking for teacher sharing their thinking out loud, explicitly teach the all students how to use instructional strategies or manipulatives to understand the TEK being taught). Administrators & Instructional Coordinator have created a monitoring tool and a walk through schedule that will begin in September. The teachers will receive feedback from the walks by in 24 to 48 hours. The leadership team will meet weekly to review the adult behavior data and provide follow up as needed. Strategy's Expected Result/Impact: We should see an increase in student campus based assessments, district assessments & KLA. We will have to compare the cohort of the results from the previous school year to see if the students are showing growth. Staff Responsible for Monitoring: Administrators & Instructional Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Instructional Coordinator - 211 - Title I Part A - \$77,711				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

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

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.

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

Performance Objective 2: HB3:The percent of all third grade Wolfe Elementary students who achieve Meets and above in Math will increase from 38 % to 41% by July 2026.

HB3 Goal

Evaluation Data Sources: The STAAR results will be compared from the 2025 to 2026 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Wolfe Elementary will increase learning time by teachers devising whole group & small group instruction which incorporates researched based strategies & practices during the school year and summer school. Materials , technology, resources and professional development will be provided to the staff. Administrators and IC's will develop a schedule for monitoring whole group & small group instruction. The team will use the walk through rubric & a variety of assessments to monitor the student's progress. Strategy's Expected Result/Impact: The student should show growth in Interim Assessments from the previous school year & performing at the Meets level or above on STAAR. Staff Responsible for Monitoring: Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required math TEKS for all students - 211 - Title I Part A - \$18,000				

Strategy 2 Details		Reviews			
Strategy 2: General Education Teacher, Special Education Teacher, ESL Teacher & Academic Support Teachers will work with all of our sub pops particularly our at risk students during tutorials and/or small group learning time. Strategy's Expected Result/Impact: Increase scores on campus based assessments & district assessments. Students will be given a pre/post test to document progress. Staff Responsible for Monitoring: Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: materials - 211 - Title I Part A - \$5,000		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
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
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.

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

Performance Objective 3: HB3:The percent of all third grade Wolfe Elementary students who achieve Meets and above in Reading will increase from 57% to 60% by July 2026.

HB3 Goal

Evaluation Data Sources: The STAAR results will be compared from the 2025 to 2026 school year.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will devise whole group & small group instruction which incorporates research based practices during the school year and summer school. Materials, technology, resources and professional development will be provided to the teachers. Administrators and IC's will develop a schedule for monitoring whole & small group through a walk through rubric. The administrative team will be reviewing data by student groups. Strategy's Expected Result/Impact: The student should show growth in module assessments from the previous school year & performing at the Meets level or above on STAAR. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required reading & social studies and writing TEKS for all students - 211 - Title I Part A - \$11,000		Formative			Summative
		Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
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

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.

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

Performance Objective 4: The percent of all fifth grade Wolfe Elementary students who achieve Meets and above in Science will increase from 27% to 29% by July 2026.

Evaluation Data Sources: The STAAR results will be compared from the 2025 to 2026 school year.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will devise whole group lesson plans that follow the 5E model of instruction & small group lesson plans focused on spiraling TEKS. Materials , technology, resources and professional development will be provided for all staff. The teachers will utilize the science consistently to align with the introduction of the new science units. Administrators and IC's will develop a schedule for monitoring classroom and reviewing data by student performance. Strategy's Expected Result/Impact: The student should show growth in interim assessment's from the previous school year & performing at the Meets level or above on STAAR. The interactive journals will support the vocabulary development of our students. Staff Responsible for Monitoring: Administrators Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required science TEKS for all students - 211 - Title I Part A - \$10,769		Formative			Summative
		Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 4 Problem Statements:

Student Learning
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
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.

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

Performance Objective 5: Increase the number of students participating in the campus Coordinated Health Program

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

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: At Wolfe Elementary, we need to increase our attendance by 1% from 95.3% 24/25 school year to 96.3% 25/26 school year.

Evaluation Data Sources: Katy ISD attendance dashboard

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

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

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

Performance Objective 1: Wolfe will be 100% staffed with highly effective, certified (if applicable) personnel.

Evaluation Data Sources: Recruiting records, hiring time lines, and retention reports

Strategy 1 Details	Reviews			
Strategy 1: Wolfe teachers & staff will be supported with ongoing professional development sessions, mentor support, and opportunities to observe instruction in other classrooms. We will also recruit teachers throughout year and at the yearly job fair. Strategy's Expected Result/Impact: New teachers will grow professionally and successfully impact student achievement Staff Responsible for Monitoring: Instructional Coaches & Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Other Contracted Services - 211 - Title I Part A - \$10,000, Administrative Professional Development - 211 - Title I Part A - \$5,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Recognize staff members accomplishments through classroom walk-throughs, observations, electronic applications, and/or in staff communication. Strategy's Expected Result/Impact: Maintain the staff retention at 90%. Staff Responsible for Monitoring: Instructional Coaches & Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

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

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.

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

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

Performance Objective 1: Wolfe Elementary will work with volunteers & community members to increase the volunteer hours by 1% from 31.23 hours for the 24/25 school year to 31.93 for the 25/26 school year.

High Priority

Evaluation Data Sources: Volunteer hours

Strategy 1 Details	Reviews			
Strategy 1: Parent communication will regularly occur through weekly Wednesday folders, campus website, School Newsletter, weekly grade level newsletters, Dojo, Canvas, progress reports, report cards, CAT team meetings and conferences. The school compact and family engagement policy will be distributed at Title 1/Wolfe Orientation and parent teacher conferences. Strategy's Expected Result/Impact: Positive feedback from parent surveys Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide multiple opportunities for parents to be actively engaged with their students and the teaching and learning process at Wolfe by providing meet the teacher, parent orientation, interactive family nights, WATCH Dogs, K-2 PEAR reading, PTO Carnival and special programs. Strategy's Expected Result/Impact: Increase in parent/family attendance at events Staff Responsible for Monitoring: Title I Teachers Title I: 2.51, 2.53 Problem Statements: Perceptions 1 Funding Sources: Books & supplies for parental engagement activities - 211 - Title I Part A - \$1,788	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Curriculum events and Title I annual meetings will be held at different dates and at different times to accommodate parent's schedules so they have more than one opportunity to attend Strategy's Expected Result/Impact: Increase in parent/family involvement Staff Responsible for Monitoring: Administrators Funding Sources: Academic materials to support student learning at home - 211 - Title I Part A - \$2,758	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide PK/K transition strategies that include PK/K parent orientation and encourage student attendance at district offered PK/K Summer Program to identified students in ESL. Strategy's Expected Result/Impact: Increased PK/K registration Staff Responsible for Monitoring: PK/K Teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide a smooth transition for 5th graders going to 6th grade by inviting junior high school counselors to teach about course and arranging various visits from the fine arts department. Strategy's Expected Result/Impact: Increased awareness of available junior high programs. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
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.

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

Performance Objective 1: ESF-Wolfe Elementary we would like to see an increase in school management pulse survey from 7.3 24/25 School Year to 7.6 25/26 school year.

Evaluation Data Sources: PBIS Committee meet quarterly with action items & surveys

Strategy 1 Details	Reviews			
Strategy 1: Implement Character Strong to teach students the importance of strengthening one's own character in order to build and improve relationships, increase academic achievement and overall improve the climate and culture of their school. The lessons from the program will also provide students with life long lessons and prevent violence on the campus to increase a well rounded education. Provide professional development to staff members. Strategy's Expected Result/Impact: Decrease in discipline referrals, and decrease in incidences of bullying Staff Responsible for Monitoring: Character Strong Core Team of Teachers and Administrators Title I: 2.51, 2.53, 2.533 Problem Statements: Demographics 1 Funding Sources: Professional development for staff members - 211 - Title I Part A - \$10,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The PE coach will have a variety of activities to promote health and well being of students. Strategy's Expected Result/Impact: The students should be more aware of healthy choices and improve scores on the fitness gram. Staff Responsible for Monitoring: PE Coach	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

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.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

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
Different Sub populations	Bell Schedule and Master Schedule

1.2: Location for Evidence of Multiple Meetings Held

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.

-

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

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Our first CIP meeting to create the Draft was on July 30, 2025 we will meet again with the additional stakeholders on September 24, 2025. The CIP meeting agenda, minutes and sign-in sheets will be uploaded to the Title I CRATE.

2.2: Stakeholders 1114(b)(2)

Principal (Katy ISD has only 1 Principal per campus)	Anna Hinojosa	Parent	
Assistant Principal (Other School Leader)	Kristin Graves	Parent	
Other school leader	Kelli Chandler	District Representative	Vivian Muldune and Tiffany White
Teacher		District Representative	Meredith Smith
Teacher		Community/Business	
Paraprofessional		Community/Business	
Paraprofessional		Specialized School Support	Monica Carrillo and Beth Morrow

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP will be made available in the front office in the format of a PDF. It will also be made available online via the school website. The CIP will be in English and Spanish. A translated copy in a different language will made available upon request.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Any strategy in which Title I funds are listed as a funding source will have Title I Elements tied to it.

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Wolfe Elementary will evaluate the CIP quarterly on September 24, 2025, November 12, 2025, March 25, 2026, April 16, 2025 and a summative evaluation will conducted on June 3, 2026. A Campus Needs Assessment will also be conducted at the end of the school year on May 13, 2025.

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional Coordinator		\$77,711.00
2	2	1	Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required math TEKS for all students		\$18,000.00
2	2	2	materials		\$5,000.00
2	3	1	Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required reading & social studies and writing TEKS for all students		\$11,000.00
2	4	1	Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required science TEKS for all students		\$10,769.00
6	1	1	Administrative Professional Development		\$5,000.00
6	1	1	Other Contracted Services		\$10,000.00
8	1	2	Books & supplies for parental engagement activities		\$1,788.00
8	1	3	Academic materials to support student learning at home		\$2,758.00
9	1	1	Professional development for staff members		\$10,000.00
Sub-Total					\$152,026.00