

Katy Independent School District
Wolfe Elementary
2026-2027 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 350 students in grades Pre-K-5th during the 2025-2026 school year, which is a decrease from the previous year of 413. 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	Robin Welsh
Assistant Principal (Other School Leader)	Kristin Graves	Parent	Milos Stancic
Other school leader	Keli Chandler	District Representative	Vivian Muldune and Meredith Smith
Teacher	Debra Arrington	District Representative	Jennifer Ina
Teacher	Susan Dirba Hernandez	Community/Business	Matthew Ringor
Paraprofessional	Veronica Hattier	Community/Business	Lilian Padron
Paraprofessional	Rene Rodriguez is replacing Kristin Corkran	Specialized School Support	LaShonda Dase replacing Monica Carrillo and Beth Morrow

Comprehensive Needs Assessment Process

Wolfe needs assessment process is described below. The campus leadership team evaluated the 2025-2026. We reviewed the following data: Sample Data

STAAR /Interim

Amira Reports/MAP Data

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 virtually on March 25th & April 8, 2026 to develop the CNA and again on May 13, 2026 to develop the CIP. The meetings were held virtually at 3:45 p.m. on all of the stated dates. We plan to meet each quarter during the 26/27 school year.

At the first meeting on March 25th, 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 2025-2026 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 specific data points to identify strengths and problems from 2025-2026 school year. Principal Hinojosa thanked everyone for their participation and reminded everyone of the CNA meeting on April 8, 2026.

At the second meeting on April 8, 2026, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2025-2026, 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 strategies that we would use to support these problems next year. 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

Parents have expressed concerns about limited access to clear and timely information regarding current instructional content and their child's academic progress, making it difficult for families to stay informed and engaged in the learning process.

Root Cause

Communication practices regarding student academic progress and instructional updates vary across classrooms, and campuswide expectations for parent communication and gradebook practices need to be clearly defined and consistently implemented to ensure families can easily access important information.

Problem Statement

Some students across accountability groups are performing below grade level and are not making adequate progress toward meeting grade-level expectations. Increased instructional consistency and stronger vertical alignment across grade levels are needed to support student growth and achievement.

Root Cause

Greater vertical alignment between grade levels is needed to ensure instructional continuity and consistent expectations for student learning. Teachers would benefit from ongoing professional development focused on scaffolding instruction, addressing diverse learning needs, and implementing aligned instructional practices that support student success across all grade levels.

Problem Statement

Behavior trends across the campus continue to impact instructional time, student engagement, and academic performance. Ongoing review and analysis of PBIS and discipline data are needed throughout the school year to identify patterns, monitor progress, and support a positive learning environment for all students.

Root Cause

Staff would benefit from beginning-of-year and ongoing professional learning focused on behavior management strategies, student engagement techniques and effective interventions to support positive student behaviors and reduce off-task behaviors. Also, consistent analysis of campus behavior data by the PBIS committee each nine weeks is needed to guide interventions.

Problem Statement

Wolfe Elementary will increase its attendance rate from 95% to 96% by implementing strategies that promote and support consistent student attendance.

Root Cause

The school currently lacks strong incentives and recognition programs that encourage and reward perfect or improved attendance among students.

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 1%.

Root Cause

Teachers would benefit from ongoing professional learning focused on the depth and rigor of the TEKS, effective instructional practices, and the strategic use of instructional resources and materials to strengthen Tier I instruction and small-group learning opportunities.

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 2026, Wolfe Elementary serves **413 students** from **Pre-K through 5th grade**. The student population reflects a rich cultural diversity:

- **Hispanic:** 39%
- **African American:** 26%
- **White:** 22%
- **Asian:** 6%

Other key student demographics:

- **Economically Disadvantaged:** 61%
- **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 teachers averaging **10 years** in education. Staff demographics include:

- **White:** 20%
- **Hispanic:** 10%

- **African American:** 2%

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 assessment.

Wolfe Elementary has invested in staff recognition and mentorship:

- Staff achievements are celebrated via **newsletters**, **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 2024–2025 and 2025-2026 school years, the campus noted a decrease in discipline infractions. In response, the school will continue focus on:

- Reinforcing **school-wide behavior expectations**
- Supporting staff in consistent implementation of **behavior systems**
- Continue promoting attendance so students will come to school

Demographics Strengths

At Wolfe Elementary, we are proud to serve a diverse group of students and families. Our enrollment is smaller than other elementary campuses in Katy ISD, which allows us to truly know many of our students on a first-name basis and build strong, meaningful relationships with both students and their families.

Our smaller class sizes provide teachers with greater opportunities to meet the individual educational needs of each student and provide personalized support throughout the school year. In addition, our school community is supported by an affluent neighborhood that works closely with the campus to help ensure all students are cared for and supported academically, socially, and emotionally.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Behavior trends across the campus continue to impact instructional time, student engagement, and academic performance. Ongoing review and analysis of PBIS and discipline data are needed throughout the school year to identify patterns, monitor progress, and support a positive learning environment for all students.

Root Cause: Staff would benefit from beginning-of-year and ongoing professional learning focused on behavior management strategies, student engagement techniques, and effective interventions to support positive student behaviors and reduce off-task behaviors. Also, consistent analysis of campus behavior data by the PBIS committee each nine weeks is needed to guide interventions.

Problem Statement 2: Wolfe Elementary will increase its attendance rate from 95% to 96% by implementing strategies that promote and support consistent student attendance.

Root Cause: The school currently lacks strong incentives and recognition programs that encourage and reward perfect or improved attendance among students.

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 2026 STAAR Reading Language Arts, Grade 3						
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Total Students	App
WE	59	74.58%	61.02%	30.51%	05/01/26	48	81.25
Economic Disadvantage	36	69.44%	58.33%	27.78%	05/01/26	31	74.19
Asian	3	66.67%	66.67%	33.33%	05/01/26	2	100%
Black/African American	19	68.42%	52.63%	21.05%	05/01/26	15	73.33
Hispanic	20	70%	50%	20%	05/01/26	18	77.78
Two or More Races	5	100%	100%	80%	05/01/26	2	100%
White	12	83.33%	75%	41.67%	05/01/26	11	90.91
Currently Emergent Bilingual	10	30%	30%	10%	05/01/26	6	100%
First Year of Monitoring	-	-	-	-	-	2	100%
Second Year of Monitoring	2	100%	50%	50%	05/01/26	-	-
Special Ed Indicator	18	61.11%	33.33%	11.11%	05/01/26	13	53.85

Wolfe Elementary saw **improvements** in 3rd grade Reading Master's STAAR results from the 2024–2025 compared to 2025-2026 school year. **The increase** reflects 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 2025 STAAR Mathematics, Grade 3						
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Total Students	App
WE	48	72.92%	43.75%	18.75%	05/01/25	59	66.10
Economic Disadvantage	31	58.06%	25.81%	12.90%	05/01/25	36	63.89
Asian	2	100%	50%	0%	05/01/25	3	66.67
Black/African American	15	66.67%	33.33%	6.67%	05/01/25	19	57.89
Hispanic	18	61.11%	33.33%	22.22%	05/01/25	20	60%
Two or More Races	2	100%	100%	100%	05/01/25	5	80%
White	11	90.91%	63.64%	18.18%	05/01/25	12	83.33
Currently Emergent Bilingual	6	83.33%	33.33%	16.67%	05/01/25	10	50%
First Year of Monitoring	2	100%	100%	50%	05/01/25	-	-
Second Year of Monitoring	-	-	-	-	-	2	50%
Special Ed Indicator	13	46.15%	23.08%	0%	05/01/25	18	50%

Wolfe Elementary also saw double digit **increase in overall 3rd grade Masters Math STAAR performance** from the 2024–2025 to the 2025–2026 school year. This growth demonstrates the effectiveness of intentional math instruction, focused intervention, and collaborative planning efforts across the grade level.

	May 2026 STAAR Reading Language Arts, Grade 4					Total Students
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	
WE	57	89.47%	59.65%	22.81%	05/01/26	60
Economic Disadvantage	38	84.21%	47.37%	10.53%	05/01/26	37
Asian	3	100%	66.67%	33.33%	05/01/26	1
Black/African American	20	90%	40%	10%	05/01/26	6
Hispanic	20	85%	60%	15%	05/01/26	29
Native Hawaiian/Pacific Islander	-	-	-	-	-	1
Two or More Races	2	100%	100%	100%	05/01/26	4
White	12	91.67%	83.33%	41.67%	05/01/26	19
Currently Emergent Bilingual	7	100%	85.71%	14.29%	05/01/26	11
First Year of Monitoring	2	100%	100%	100%	05/01/26	1
Second Year of Monitoring	-	-	-	-	-	2
Special Ed Indicator	14	64.29%	28.57%	14.29%	05/01/26	27

Wolfe Elementary saw **improvements** in 4th grade Reading Approaches & Meets STAAR results from the 2024–2025 compared to 2025-2026 school year. **The increase** reflects 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 2026 STAAR Mathematics, Grade 4					Total Students
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	
WE	58	68.97%	44.83%	32.76%	05/01/26	61
Economic Disadvantage	39	56.41%	23.08%	12.82%	05/01/26	38
Asian	3	100%	66.67%	66.67%	05/01/26	1
Black/African American	20	55%	25%	15%	05/01/26	6
Hispanic	21	61.90%	28.57%	23.81%	05/01/26	30
Native Hawaiian/Pacific Islander	-	-	-	-	-	1
Two or More Races	2	100%	100%	100%	05/01/26	4
White	12	91.67%	91.67%	58.33%	05/01/26	19
Currently Emergent Bilingual	7	85.71%	28.57%	28.57%	05/01/26	12
First Year of Monitoring	2	100%	100%	100%	05/01/26	1
Second Year of Monitoring	-	-	-	-	-	2
Special Ed Indicator	14	42.86%	42.86%	35.71%	05/01/26	27

Wolfe Elementary also saw **increase in 4th grade Approaches & Masters Math STAAR performance** from the 2024–2025 to the 2025–2026 school year. This growth demonstrates the effectiveness of intentional math instruction, focused intervention, and collaborative planning efforts across the grade level.

	May 2026 STAAR Reading Language Arts, Grade 5					Total Students
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	
WE	66	81.82%	60.61%	36.36%	05/01/26	59
Economic Disadvantage	43	76.74%	51.16%	30.23%	05/01/26	30
Asian	2	50%	50%	50%	05/01/26	3
Black/African American	9	77.78%	44.44%	11.11%	05/01/26	12
Hispanic	31	83.87%	58.06%	32.26%	05/01/26	28
Native Hawaiian/Pacific Islander	1	100%	100%	100%	05/01/26	-
Two or More Races	4	50%	25%	25%	05/01/26	3
White	19	89.47%	78.95%	52.63%	05/01/26	13
Currently Emergent Bilingual	13	53.85%	30.77%	7.69%	05/01/26	5
First Year of Monitoring	1	100%	100%	100%	05/01/26	1
Second Year of Monitoring	2	100%	100%	100%	05/01/26	2
Special Ed Indicator	27	62.96%	22.22%	7.41%	05/01/26	18

Wolfe Elementary saw **improvements** in 5th grade Reading Approaches' STAAR results from the 2024–2025 compared to 2025-2026 school year. **The increase** reflects the school's focused efforts in reading instruction, intervention strategies, and professional development.

	May 2026 STAAR Mathematics, Grade 5					Total Students
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	
WE	66	77.27%	43.94%	19.70%	05/01/26	59
Economic Disadvantage	43	67.44%	32.56%	13.95%	05/01/26	30
Asian	2	100%	50%	0%	05/01/26	3
Black/African American	9	66.67%	11.11%	0%	05/01/26	12
Hispanic	31	70.97%	32.26%	9.68%	05/01/26	28
Native Hawaiian/Pacific Islander	1	100%	0%	0%	05/01/26	-
Two or More Races	4	75%	50%	0%	05/01/26	3
White	19	89.47%	78.95%	52.63%	05/01/26	13
Currently Emergent Bilingual	13	69.23%	7.69%	7.69%	05/01/26	5
First Year of Monitoring	1	100%	100%	0%	05/01/26	1
Second Year of Monitoring	2	100%	100%	0%	05/01/26	2
Special Ed Indicator	27	59.26%	25.93%	7.41%	05/01/26	18

Wolfe Elementary saw **improvements** in 5th grade Math Approaches' STAAR results from the 2024–2025 compared to 2025-2026 school year. **The increase** reflects the school's focused efforts in math instruction, intervention strategies, and professional development.

	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%
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.

(Please note Updated Science Scores have not been updated in Aware yet as of 7/15/2026)

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 in at least of the areas whether it is Approaches, Meets or Masters compared to previous years. One grade level the growth in 4th to 5th Reading the students had shown in growth in all three categories.

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: Teachers would benefit from ongoing professional learning focused on the depth and rigor of the TEKS, effective instructional practices, and the strategic use of instructional resources and materials to strengthen Tier I instruction and small-group learning opportunities.

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 House System 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 students across accountability groups are performing below grade level and are not making adequate progress toward meeting grade-level expectations. Increased instructional consistency and stronger vertical alignment across grade levels are needed to support student growth and achievement.

Root Cause: Greater vertical alignment between grade levels is needed to ensure instructional continuity and consistent expectations for student learning. Teachers would benefit from ongoing professional development focused on scaffolding instruction, addressing diverse learning needs, and implementing aligned instructional practices that support student success across all grade levels.

Perceptions

Perceptions Summary

As a campus, we conducted an informal survey asking parents how we were doing. One recurring theme in the feedback indicated a concern regarding communication from the school when students were not performing well in certain classes. Parents also expressed the importance of receiving timely information from teachers regarding student progress so they can better support their child's academic success at home.

We continue to prioritize parent engagement throughout the school year by providing a variety of opportunities for parents to be actively involved in their child's learning. We design specific family engagement nights that allow parents to participate in and support their child's academic growth. In addition, our Coffee with the Principal and Campus Advisory Team meetings provide opportunities for parents to share ideas and offer feedback on future ways they would like to be engaged in their child's learning experience.

This past year, we worked intentionally to improve communication throughout the school year using multiple platforms, including email, Remind, Canvas, TAC, and Class Dojo. While parents appreciated the increased communication, many shared that having students in multiple grade levels with teachers using different communication methods could sometimes be confusing. Parents expressed that it would be more helpful if the campus used more consistent communication platforms and systems across grade levels in order to create a more unified and user-friendly experience for families.

Moving forward, the campus will continue working to strengthen communication practices by ensuring teachers provide timely updates regarding student progress, academic concerns, and available supports. Our goal is to create consistent, clear, and proactive communication that strengthens the partnership between home and school and supports student achievement.

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 limited access to clear and timely information regarding current instructional content and their child's academic progress, making it difficult for families to stay informed and engaged in the learning process.

Root Cause: Communication practices regarding student academic progress and instructional updates vary across classrooms, and campuswide expectations for parent communication and gradebook practices need to be clearly defined and consistently implemented to ensure families can easily access important information.

Priority Problem Statements

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 1: Teachers would benefit from ongoing professional learning focused on the depth and rigor of the TEKS, effective instructional practices, and the strategic use of instructional resources and materials to strengthen Tier I instruction and small-group learning opportunities.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Some students across accountability groups are performing below grade level and are not making adequate progress toward meeting grade-level expectations. Increased instructional consistency and stronger vertical alignment across grade levels are needed to support student growth and achievement.

Root Cause 2: Greater vertical alignment between grade levels is needed to ensure instructional continuity and consistent expectations for student learning. Teachers would benefit from ongoing professional development focused on scaffolding instruction, addressing diverse learning needs, and implementing aligned instructional practices that support student success across all grade levels.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Behavior trends across the campus continue to impact instructional time, student engagement, and academic performance. Ongoing review and analysis of PBIS and discipline data are needed throughout the school year to identify patterns, monitor progress, and support a positive learning environment for all students.

Root Cause 3: Staff would benefit from beginning-of-year and ongoing professional learning focused on behavior management strategies, student engagement techniques, and effective interventions to support positive student behaviors and reduce off-task behaviors. Also, consistent analysis of campus behavior data by the PBIS committee each nine weeks is needed to guide interventions.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Parents have expressed concerns about limited access to clear and timely information regarding current instructional content and their child's academic progress, making it difficult for families to stay informed and engaged in the learning process.

Root Cause 4: Communication practices regarding student academic progress and instructional updates vary across classrooms, and campuswide expectations for parent communication and gradebook practices need to be clearly defined and consistently implemented to ensure families can easily access important information.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- 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
- Texas approved PreK - 2nd grade 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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

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

Goals

Goal 1: 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			
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 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 - \$87,025	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:** Teachers would benefit from ongoing professional learning focused on the depth and rigor of the TEKS, effective instructional practices, and the strategic use of instructional resources and materials to strengthen Tier I instruction and small-group learning opportunities.

School Processes & Programs

Problem Statement 1: Some students across accountability groups are performing below grade level and are not making adequate progress toward meeting grade-level expectations. Increased instructional consistency and stronger vertical alignment across grade levels are needed to support student growth and achievement. **Root Cause:** Greater vertical alignment between grade levels is needed to ensure instructional continuity and consistent expectations for student learning. Teachers would benefit from ongoing professional development focused on scaffolding instruction, addressing diverse learning needs, and implementing aligned instructional practices that support student success across all grade levels.

Goal 1: 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 Reading will increase to 63% by July 2027.

HB3 Goal

Evaluation Data Sources: The STAAR results will be compared from the 2026 to 2027 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 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 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 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: Teachers would benefit from ongoing professional learning focused on the depth and rigor of the TEKS, effective instructional practices, and the strategic use of instructional resources and materials to strengthen Tier I instruction and small-group learning opportunities.

School Processes & Programs

Problem Statement 1: Some students across accountability groups are performing below grade level and are not making adequate progress toward meeting grade-level expectations. Increased instructional consistency and stronger vertical alignment across grade levels are needed to support student growth and achievement. **Root Cause:** Greater vertical alignment between grade levels is needed to ensure instructional continuity and consistent expectations for student learning. Teachers would benefit from ongoing professional development focused on scaffolding instruction, addressing diverse learning needs, and implementing aligned instructional practices that support student success across all grade levels.

Goal 1: 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 Math will increase to 43% by July 2027.

HB3 Goal

Evaluation Data Sources: The STAAR results will be compared from the 2026 to 2027 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 Funding Sources: materials - 211 - Title I Part A - \$5,000		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: Teachers would benefit from ongoing professional learning focused on the depth and rigor of the TEKS, effective instructional practices, and the strategic use of instructional resources and materials to strengthen Tier I instruction and small-group learning opportunities.
School Processes & Programs
Problem Statement 1: Some students across accountability groups are performing below grade level and are not making adequate progress toward meeting grade-level expectations. Increased instructional consistency and stronger vertical alignment across grade levels are needed to support student growth and achievement. Root Cause: Greater vertical alignment between grade levels is needed to ensure instructional continuity and consistent expectations for student learning. Teachers would benefit from ongoing professional development focused on scaffolding instruction, addressing diverse learning needs, and implementing aligned instructional practices that support student success across all grade levels.

Goal 1: 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 Title I: 2.51, 2.52, 2.53 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: Teachers would benefit from ongoing professional learning focused on the depth and rigor of the TEKS, effective instructional practices, and the strategic use of instructional resources and materials to strengthen Tier I instruction and small-group learning opportunities.

School Processes & Programs

Problem Statement 1: Some students across accountability groups are performing below grade level and are not making adequate progress toward meeting grade-level expectations. Increased instructional consistency and stronger vertical alignment across grade levels are needed to support student growth and achievement. **Root Cause:** Greater vertical alignment between grade levels is needed to ensure instructional continuity and consistent expectations for student learning. Teachers would benefit from ongoing professional development focused on scaffolding instruction, addressing diverse learning needs, and implementing aligned instructional practices that support student success across all grade levels.

Goal 1: 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 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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% 26/27 school year.

Evaluation Data Sources: Katy ISD attendance dashboard

Strategy 1 Details		Reviews			
Strategy 1: We have created a monthly incentive for students to attend school daily. Each month the students with perfect attendance will get to participate in the attendance award. Strategy's Expected Result/Impact: Attendance should increase by 1% this school year. Staff Responsible for Monitoring: Principal		Formative			Summative
		Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue					

Goal 2: 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 2: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: 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: New teachers to the profession will be supported with monthly professional development sessions and/or PLC meetings, mentor meetings (New teachers only), and opportunities to observe other teacher leader's classrooms. Strategy's Expected Result/Impact: New teachers & Begin will learn and implement effective instructional pedagogy, resulting in successful performance on their T-TESS evaluations. Staff Responsible for Monitoring: Instructional Coaches & Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals 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: We will continue to work on the climate and culture at Wolfe Elementary by recognizing staff members accomplishments through classroom walk-throughs, observations, electronic applications, and/or in staff communication. Also providing opportunities to grow teacher leaders at the school. Strategy's Expected Result/Impact: Retaining at 90% of staff from year to year & positive surveys results from the district and campus. 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					

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: All campus literacy teachers will be ESL certified within one (1) year of their hire date.

Evaluation Data Sources: Katy ISD ESL Certification Dashboard & SBEC Certification

Goal 4: 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 1500 hours for the 24/25 school year to 1515 hours for the 26/27 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, text messages from different media platforms, 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 , Title I annual meetings & Title III 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, Advertise and provide event flyers for Title III: Family STEAM Night Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 1 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 Problem Statements: Perceptions 1	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 Problem Statements: Perceptions 1	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 limited access to clear and timely information regarding current instructional content and their child's academic progress, making it difficult for families to stay informed and engaged in the learning process. Root Cause: Communication practices regarding student academic progress and instructional updates vary across classrooms, and campuswide expectations for parent communication and gradebook practices need to be clearly defined and consistently implemented to ensure families can easily access important information.

Goal 5: 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 25/26 School Year to 7.6 26/27 school year.

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

Strategy 1 Details	Reviews			
Strategy 1: Implement district approved guidance lessons 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: Teachers, Administrators & Counselors Title I: 2.51, 2.53 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				

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 426 students in grades Pre-K-5th during the 2026-2027 school year, which is a increase from the previous year of 350. The campus is an elementary Title 1 school.

Stakeholders and roles

Stakeholders are selected based on their role in the building. We select one teacher from each grade level to represent that grade level and administration serves as our other school leaders. Parents are given an opportunity to join the campus advisory team during the initial Title One orientation by filling out a form expressing their interest. Business Partners are reached out to by the Title One coordinator and asked to join the campus advisory team.

Comprehensive Needs Assessment Process

Wolfe needs assessment process is described below. The campus leadership team evaluated the 2025-2026 data. We reviewed the following data: Sample Data

STAAR /Interim	Amira Reports/MAP
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 virtually on March 25th & April 8, 2026 to develop the CNA and again on May 13, 2026 to develop the CIP. The meetings were held virtually at 3:45 p.m. on all of the stated dates. We plan to meet each quarter during the 26/27 school year.

At the first meeting on March 25th, 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 2025-2026 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 specific data points to identify strengths and problems from 2025-2026 school year. Principal Hinojosa thanked everyone for their participation and reminded everyone of the CNA meeting on April 8, 2026.

At the second meeting on April 8, 2026, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2025-2026, 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 strategies that we would use to support these problems next year. 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

Parents have expressed concerns about limited access to clear and timely information regarding current instructional content and their child's academic progress, making it difficult for families to stay informed and engaged in the learning process.

Root Cause

Communication practices regarding student academic progress and instructional updates vary across classrooms, and campuswide expectations for parent communication and gradebook practices need to be clearly defined and consistently implemented to ensure families can easily access important information.

Problem Statement

Some students across accountability groups are performing below grade level and are not making adequate progress toward meeting grade-level expectations. Increased instructional consistency and stronger vertical alignment across grade levels are needed to support student growth and achievement.

Root Cause

Greater vertical alignment between grade levels is needed to ensure instructional continuity and consistent expectations for student learning. Teachers would benefit from ongoing professional development focused on scaffolding instruction, addressing diverse learning needs, and implementing aligned instructional practices that support student success across all grade levels.

Problem Statement

Behavior trends across the campus continue to impact instructional time, student engagement, and academic performance. Ongoing review and analysis of PBIS and discipline data are needed throughout the school year to identify patterns, monitor progress, and support a positive learning environment for all students.

Root Cause

Staff would benefit from beginning-of-year and ongoing professional learning focused on behavior management strategies, student engagement technique and effective interventions to support positive student behaviors and reduce off-task behaviors. Also, consistent analysis of campus behavior data by the PBIS committee each nine weeks is needed to guide interventions.

Problem Statement

Wolfe Elementary will increase its attendance rate from 95% to 96% by implementing strategies that promote and support consistent student attendance.

Root Cause

The school currently lacks strong incentives and recognition programs that encourage and reward perfect or improved attendance among students.

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 1%.

Root Cause

Teachers would benefit from ongoing professional learning focused on the depth and rigor of the TEKS, effective instructional practices, and the strategic use of instructional resources and materials to strengthen Tier I instruction and small-group learning opportunities.

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 May 29, 2026. We will meet again with the additional stakeholders on September 30, 2026. 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	Robin Welsh
Assistant Principal (Other School Leader)	Kristin Graves	Parent	Milos Stancic
Other school leader	Kelli Chandler	District Representative	Vivian Muldune and Meredith Smtih
Teacher	Debra Arrington	District Representative	Jennifer Ina
Teacher	Susan Dirba Hernandez	Community/Business	Matthew Ringor

Principal (Katy ISD has only 1 Principal per campus)	Anna Hinojosa	Parent	Robin Welsh
Paraprofessional	Kristin Corkin	Community/Business	Lilian Padron
Paraprofessional	Veronica Hattier	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 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Wolfe Elementary will evaluate the CIP quarterly on September 30, 2026, November 11, 2026, March 24, 2027, April 6, 2027 and a summative evaluation will conducted on June 3, 2027. A Campus Needs Assessment will also be conducted at the end of the school year on May 5, 2027.

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coordinator		\$87,025.00
1	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 reading & social studies and writing TEKS for all students		\$11,000.00
1	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 math TEKS for all students		\$18,000.00
1	3	2	materials		\$5,000.00
1	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
3	1	1	Administrative Professional Development		\$5,000.00
3	1	1	Other Contracted Services		\$10,000.00
4	1	2	Books & supplies for parental engagement activities		\$1,788.00
4	1	3	Academic materials to support student learning at home		\$2,758.00
5	1	1	Professional development for staff members		\$10,000.00
Sub-Total					\$161,340.00



The Percent of **Wolfe** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 38% to 43% by July 2029.

Wolfe: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	38%	58%	63%			
		State Rate	46%	49%	50%			
		Met State Rate	No	Yes	Yes			
		Internal Goal	-	39%	59%	63%	64%	64%
		Met Internal Goal	-	Yes	Yes			

MET 2029 Goal in 2025
MET 2029 Goal in 2026

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Wolfe: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	8	38%	29	28%	14	50%	0		2	100%	1	100%	1	0%	21	29%	41	39%	15	27%
		2025 Actual	18	44%	27	48%	18	83%	0		3	67%	0		3	67%	18	50%	45	44%	17	47%
		2026 Target				58%														54%		
		2026 Actual	19	53%	20	50%	12	83%	0		3	67%	0		5	100%	16	31%	36	58%	10	30%
		Met Target				N														Y		
		2027 Target																41%				40%

The Percent of **Wolfe** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 40% to 45% by July 2029.

Wolfe: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	40%	39%	44%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	No	Yes			
		Internal Goal	-	41%	42%	43%	44%	45%
		Met Internal Goal	-	No	Yes			

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Wolfe: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	8	25%	29	24%	14	71%	0		2	100%	1	0%	1	100%	21	24%	41	32%	15	27%
		2025 Actual	19	26%	27	30%	18	61%	0		3	33%	0		3	67%	18	33%	45	24%	17	35%
		2026 Target				40%														34%		
		2026 Actual	19	26%	20	25%	12	83%	0		3	67%	0		5	80%	16	31%	36	36%	10	20%
		Met Target				N														Y		
		2027 Target				35%																30%