

Katy Independent School District

Wolman Elementary

2026-2027 Campus Improvement Plan



Mission Statement

Wolman Elementary Mission

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

Vision

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

Value Statement

All students can learn.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Wolman Elementary is proud to be recognized by the Texas Education Agency with multiple distinctions for outstanding student achievement and growth in 2025-2026

- Academic Achievement in Reading Language Arts
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25%: Comparative Academic Growth
- Postsecondary Readiness
- Top 25%: Comparative Closing the Gaps

STAAR DATA 25-26

3rd Grade ELAR	23-24	24-25	25-26
Does Not Meet	6%	5%	12%
Approaches	94%	95%	87%
Meets	80%	71%	77%
Masters	55%	40%	46%

4th Grade ELAR	23-24	24-25	25-26
Does Not Meet	7%	7%	7%
Approaches	93%	93%	92%
Meets	70%	81%	79%
Masters	42%	51%	46%

5th Grade ELAR	23-24	24-25	25-26
Does Not Meet	2%	5%	6%
Approaches	98%	95%	94%
Meets	81%	83%	88%
Masters	49%	56%	65%

3rd Grade Math	23-24	24-25	25-26
Does Not Meet	8%	10%	10%
Approaches	92%	90%	90%
Meets	79%	73%	75%
Masters	48%	44%	43%

4th Grade Math	23-24	24-25	25-26
Does Not Meet	12%	10%	9%
Approaches	88%	90%	91%
Meets	74%	80%	74%
Masters	41%	59%	51%

5th Grade Math	23-24	24-25	25-26
Does Not Meet	4%	2%	7%
Approaches	96%	98%	93%
Meets	86%	84%	84%
Masters	52%	56%	57%

5th Grade Science	23-24	24-25	25-26
Does Not Meet	12%	11%	12%
Approaches	88%	89%	88%
Meets	55%	64%	68%

5th Grade Science	23-24	24-25	25-26
Masters	25%	31%	38%

Wolman Elementary is proud to be recognized by the Texas Education Agency with multiple distinctions for outstanding student achievement and growth in 2025-2026

- Academic Achievement in Reading Language Arts
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25%: Comparative Academic Growth
- Postsecondary Readiness
- Top 25%: Comparative Closing the Gaps

Distinction Designations



Demographics

Demographics Summary

Ray and Jamie Wolman Elementary (RJWE) is located in Katy, on the western edge of Houston, the fourth-most populous city in the United States. Originally a rural farming community, Katy has rapidly grown into one of the fastest-growing areas in Texas. Wolman Elementary, located in the subdivisions of Firethorne and parts of Tamarron, continues to be one of the largest elementary campuses in Katy ISD. Due to sustained enrollment growth, the campus has been rezoned multiple times over the past several years. RJWE is currently projected to serve approximately 1020 students for the 2026–2027 school year.

Student demographics at RJWE include White (41.28%), Hispanic (17.72%), Asian (23.20%), Black or African American (10.96%), Two or more races (6.58%), American Indian/Alaskan Native (0.18%), and Native Hawaiian/Pacific Islander (0.09%).

The campus attendance rate for the 2025–2026 school year is 96.3%. Student program populations include 24.57% English Language Learners (ELLs), 6.39% Gifted and Talented, and 25.11% Special Education (representing multiple district programs). Additionally, 22.92% of students are economically disadvantaged, and 37.63% are identified as at-risk.

Wolman Elementary continues to prioritize the recruitment and retention of highly qualified staff to support the academic and social-emotional needs of its diverse student population.

For 2026, Ray and Jamie Wolman Elementary earned an A rating and all distinctions.

Demographics Strengths

Wolman Elementary demonstrates several key demographic strengths that positively impact student success:

- 1. Strong Family Commitment to Education**

Many families choose to move into the Wolman Elementary attendance zone specifically for the high quality of schools. This results in a community that places a strong value on education, with students and parents who are highly motivated and committed to academic success. Families are actively involved and consistently supportive of campus initiatives.

- 2. Active Parent Involvement in Academic Programs**

Parent engagement enhances student learning through participation in campus programs such as *Discover Learning* and *Explore Science*. This involvement strengthens the connection between home and school and supports student achievement.

- 3. Effective Teacher Support Systems**

The campus provides structured mentoring and support systems for teachers, contributing to staff development, retention, and overall instructional effectiveness.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): English Language Learners require targeted instructional supports to fully access and engage with grade-level curriculum across all content areas.

Root Cause: With 24.57% of RJWE students identified as English Language Learners, many students require consistent language scaffolds and academic vocabulary support. Variability in implementation of language supports across classrooms may impact students' ability to fully access instruction and demonstrate mastery of grade-level standards.

Problem Statement 2: A significant percentage of students identified as at-risk and economically disadvantaged require additional academic and behavioral supports to ensure equitable access to learning and academic success.

Root Cause: With 37.63% of students identified as at-risk and 22.92% economically disadvantaged, some students may face barriers that impact attendance, engagement, and academic performance. Targeted systems and consistent intervention supports are needed to address these challenges and close achievement gaps.

Problem Statement 3 (Prioritized): It is a priority for Wolman Elementary that all students feel a part of our school and class community. Community circles, Explorer Scouts and the Ron Clark House system can assist with building our school and class community and making all students feel welcome and a part of Wolman Elementary.

Root Cause: Due to new rezoning, Wolman serves both long-standing Firethorne families and newly zoned students from other neighborhoods. Building intentional community connections is critical to ensure all students feel included, welcomed, and engaged in the campus culture.

Student Learning

Student Learning Summary

Summary Student Achievement Data

For the 2024-2025 school year, Wolman Elementary earned an **A** rating from the Texas Education Agency, along with distinctions in Academic Achievement in Mathematics, Top 25% Comparative Academic Growth, Postsecondary Readiness, and Top 25% Comparative Closing the Gaps.

- * In 2025, the AMM (Approaches, Meets, Masters) score for Reading, all grade levels, was 74%, which is a 1 point increase from 2024.
- * The AMM score for Math, all grade levels in 2025, was 75%, reflecting a 2 point increase from 2024.
- * For Science, the AMM score in 2025 was 61%, a 5 point increase from 2024.

Data Table: Accountability Groups

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus
All Subjects									
Percent Tests									
At Approaches GL Standard or above	91%	89%	84%	94%	100%	90%	-	87%	
At Meets GL Standard or Above	76%	63%	65%	82%	100%	79%	-	69%	
At Masters GL Standard	47%	26%	34%	52%	50%	60%	-	30%	
Reading/Language Arts (RLA)									
Percent Tests									
At approaches GL Standard or Above	92%	89%	86%	96%	100%	91%	-	90%	
At Meets GL Standard or Above	82%	78%	74%	87%	100%	79%	-	86%	
At Masters GL Standard	53%	45%	42%	56%	0%	62%	-	37%	
Mathematics									
Percent of Tests									

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus
At approaches GL Standard or Above	92%	92%	83%	95%	100%	93%	-	87%	
At Meets GL Standard or Above	77%	70%	68%	82%	100%	81%	-	71%	
At Masters GL Standard	50%	33%	41%	53%	100%	63%	-	37%	
Science									
Percent of Tests									
At approaches GL Standard or Above	89%	85%	82%	92%	-	86%	-	83%	
At Meets GL Standard or Above	68%	40%	54%	77%	-	76%	-	50%	
At Masters GL Standard	38%	0%	18%	47%	-	54%	-	17%	

Data Table: Additional Student Groups

Additional Students Groups				
	Econ Disadv	G/T	EL	Special Ed
All Subjects				
Percent of Tests				
At approaches GL Standard or Above	78%		77%	73%
At Meets GL Standard or Above	54%		61%	43%
At Masters GL Standard	27%		33%	18%
Reading/Language Arts (RLA)				
Percent of Tests				
At approaches GL Standard or Above	80%	100%	88%	75%
At Meets GL Standard or Above	65%	100%	74%	54%
At Masters GL Standard	34%	94%	41%	17%
Mathematics				
Percent of Tests				
At approaches GL Standard or Above	77%		86%	77%
At Meets GL Standard or Above	57%		77%	46%
At Masters GL Standard	31%		48%	24%

Science				
Percent of Tests				
At approaches GL Standard or Above	76%		56%	67%
At Meets GL Standard or Above	41%		33%	29%
At Masters GL Standard	17%		!!%	12%

3rd Grade Performance

	2024 STAAR	2025 STAAR	2026 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2024 STAAR	2025 STAAR	2026 STAAR
3rd	APPROACHES			MEETS			MASTERS		
Math	92%	90%	90%	79%	73%	75%	48%	44%	43%
Reading	94%	95%	87%	80%	71%	77%	55%	40%	46%

4th Grade Performance

	2024 STAAR	2025 STAAR	2026 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2024 STAAR	2025 STAAR	2026 STAAR
4th	APPROACHES			MEETS			MASTERS		
Math	88%	90%	91%	74%	80%	74%	41%	59%	51%
Reading	93%	93%	92%	70%	81%	79%	42%	51%	46%

5th Grade Performance

	2024 STAAR	2025 STAAR	2026 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2024 STAAR	2025 STAAR	2026 STAAR
5th	APPROACHES			MEETS			MASTERS		
Math	96%	98%	93%	86%	84%	84%	52%	56%	57%
Reading	98%	95%	94%	81%	83%	88%	49%	56%	65%
Science	88%	89%	88%	55%	64%	68%	25%	31%	38%

Historical Trends across all grade levels

All Grade Levels-Approaches	2019	2021	2022	2023	2024	2025	2026
Math	98%	7%	97%	97%	92%	93%	91%
Reading	97%	96%	96%	95%	95%	94%	94%
Science	96%	93%	98%	97%	88%	89%	88%

For the 2025-2026 school year, Wolman Elementary earned multiple Texas Education Agency distinctions, recognizing our students' outstanding performance and growth.

These honors include Academic Achievement in Reading Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, placement in the Top 25% for Comparative Academic Growth, Postsecondary Readiness, and Top 25% for Comparative Closing the Gaps.

Earning six distinctions highlights the collective efforts of our students, teachers, and staff and reflects our continued focus on high-quality instruction, student growth, and success for all learners.

Student Learning Strengths

Student Learning Strengths

- Students demonstrate strong foundational literacy skills in the primary grades as evidenced by reading benchmarks and classroom assessments.
- Students continue to demonstrate strong achievement in reading and mathematics, with high percentages meeting grade-level expectations across all grade levels.
- Students demonstrate growth in problem-solving, critical thinking, and academic perseverance as measured through classroom assessments, math screeners, and state assessment data.

- Students demonstrate resilience and engagement in learning, with high attendance and active participation in campus programs.

Student Achievement

STAAR results continue to reflect strong student performance across reading and mathematics. In Spring 2026, 87–94% of students achieved the Approaches level in reading and 90–93% achieved the Approaches level in mathematics, demonstrating consistent achievement across grade levels.

Reading achievement remains a campus strength. Fifth grade demonstrated notable growth, increasing to 88% Meets and 65% Masters. Third grade improved to 77% Meets and 46% Masters, while fourth grade maintained strong performance with 79% Meets and 46% Masters.

Mathematics performance remains strong across all grade levels. Fifth grade maintained 84% Meets while increasing to 57% Masters. Fourth grade achieved 74% Meets and 51% Masters, while third grade remained consistent with 75% Meets and 43% Masters.

Science continues to demonstrate steady growth over time. Historical data show stable performance at the Approaches level with continued improvement in Meets and Masters performance. Continued emphasis on rigorous Tier 1 instruction and inquiry-based learning will support increased student achievement in science.

Overall, Wolman Elementary continues to demonstrate a strong instructional program with consistently high student achievement. While overall performance remains a campus strength, increasing the percentage of students performing at the Masters level—particularly in Grade 3 reading and mathematics and in Grade 5 science—will remain a campus priority.

School Culture & Climate

The student attendance rate continues to reflect a strong commitment to daily attendance and student engagement. Teacher and staff retention remain stable as the campus continues to adapt to changing enrollment patterns due to rezoning. Discipline data reflect a continued focus on proactive supports and positive student behavior. Parent and community engagement remain strong through VIPS, community partnerships, and campus events, with participation consistently high in the primary grades.

Summary of Needs / Priorities

Based on the Comprehensive Needs Assessment, Wolman Elementary will prioritize the following:

- Increase the percentage of students achieving Masters performance in reading and mathematics, with targeted emphasis on Grade 3.
- Strengthen Tier 1 instruction through rigorous, standards-aligned instruction, purposeful differentiation, and high-quality formative assessment.
- Expand inquiry-based science instruction to increase student achievement and mastery in Grade 5 science.
- Continue ensuring equitable outcomes for English Learners, students receiving Special Education services, Economically Disadvantaged students, and other identified student groups.
- Maintain high levels of student achievement through strong attendance, positive school culture, and meaningful family and community partnerships.
- Continue providing enrichment opportunities that increase the percentage of students performing at the Masters level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support.

Root Cause: Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.

Problem Statement 2 (Prioritized): Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning.

Root Cause: Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.

School Processes & Programs

School Processes & Programs Summary

At Ray and Jamie Wolman Elementary, all systems and practices are grounded in a commitment to meeting the academic, social, and emotional needs of every student. New students are supported through intentional onboarding processes, including personalized check-ins to ensure a smooth transition and sense of belonging. The school counselor provides proactive classroom guidance lessons focused on social-emotional learning, in addition to targeted small group and individual counseling based on student needs. The Character Strong PurposeFull People program continues to be implemented campus-wide to support character development and promote a positive school culture.

Student and staff safety remain a priority. Secure entry procedures are maintained through a monitored front office system utilizing an intercom and Raptor visitor management system. Structured dismissal systems, including backpack tags and severe weather transportation protocols, ensure student safety and organization. Emergency drills are conducted regularly, and staff members are trained in safety procedures and carry go-bags daily.

Wolman Elementary implements Capturing Kids' Hearts strategies to build strong classroom communities and support student engagement. Practices such as greeting students at the door, sharing "good news," establishing social contracts, and utilizing community circles promote relationship-building, student voice, and a positive learning environment.

A core belief at RJWE is that all students will demonstrate at least one year's academic growth in Reading, Writing, Math, and Science. Curriculum and instruction are aligned to the Texas Essential Knowledge and Skills (TEKS), Katy ISD curriculum frameworks, and district Cornerstones. Instruction is guided by curriculum-at-a-glance documents and district pacing guides to ensure consistent implementation of grade-level standards and alignment to STAAR expectations.

Student achievement drives instructional planning and decision-making. Teachers collaborate with the instructional coach and campus leadership to ensure the delivery of high-quality Tier 1 instruction that is standards-aligned, engaging, and differentiated to meet diverse student needs. Instructional practices are monitored through learning walks, walkthroughs, and review of instructional artifacts to ensure consistency and effectiveness across classrooms.

Professional learning and collaboration are embedded within campus systems. Teachers engage in bi-weekly team planning sessions focused on aligning instruction, sharing best practices, and addressing student needs. Structured data meetings, including Kid Chats held after each grading period, provide opportunities for teachers and support staff to analyze multiple data sources, identify trends, and plan targeted instructional responses. These systems support ongoing progress monitoring and ensure timely intervention for students requiring additional support.

Ray and Jamie Wolman Elementary maintains a strong focus on developing and sustaining a highly effective staff. Educators demonstrate a commitment to continuous improvement, collaboration, and shared responsibility for student success. Campus systems and structures are designed to support consistency in instruction, strengthen data-driven practices, and ensure that all students are provided the support necessary to achieve academic growth.

School Processes & Programs Strengths

All staff members at Ray and Jamie Wolman Elementary demonstrate a shared commitment to campus beliefs centered on doing what is best for students. The "kids first" mindset remains the foundation for decision-making and is consistently reflected in instructional practices, student support systems, and campus culture. Staff members are dedicated, student-centered professionals who prioritize academic growth and social-emotional well-being for all learners.

The campus maintains a strong culture of continuous improvement and professional learning. Staff members actively engage in ongoing professional development, including summer

learning opportunities, campus-based training, and collaborative learning experiences such as book studies and team planning. This commitment supports the consistent implementation of high-quality instructional practices and strengthens alignment across grade levels and content areas.

Wolman Elementary benefits from a population of motivated, high-achieving students who demonstrate strong academic potential and a commitment to learning. Systems and structures are in place to support and extend student achievement, including aligned curriculum, data-driven instruction, and targeted supports for students as needed.

The campus has a strong record of academic success. Ray and Jamie Wolman Elementary earned an “A” rating from the Texas Education Agency (TEA) based on 2023 accountability data, reflecting high levels of student performance and growth. Additionally, Wolman Elementary was recognized as a 2024 Texas Honor Roll School, highlighting the campus’s commitment to academic excellence and student achievement.

Overall, campus systems, staff capacity, and a strong culture of collaboration position Wolman Elementary to effectively support student success and continuous growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support.

Root Cause: Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.

Problem Statement 2 (Prioritized): Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning.

Root Cause: Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.

Perceptions

Perceptions Summary

Wolman Elementary prioritizes a strong, connected school community through continued implementation of the Ron Clark House System, fostering belonging, leadership, and positive relationships.

We believe every student should achieve at least one year of academic growth in reading, math, writing, and science, while also supporting social and emotional well-being as a foundation for learning.

Our culture emphasizes perseverance, resilience, and a growth mindset, promoting continuous improvement for both students and staff. Strong partnerships between home and school remain essential, with all stakeholders working together to ensure high levels of learning for every student.

Perceptions Strengths

Wolman Elementary continues to demonstrate a strong culture of continuous improvement, with staff consistently reflecting on and refining instructional practices to support student success.

Teachers collaborate regularly through leadership team meetings, professional learning communities, and data-driven discussions, maintaining a clear focus on ensuring a year's growth for every student.

Strong relationships with parents and the community remain a key strength, with stakeholders actively supporting teachers and partnering with the campus to promote high levels of student learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Classroom communities that support the whole child must continue to be strengthened to ensure all students experience a sense of belonging. When students feel connected and valued, academic achievement, communication, and peer relationships improve.

Root Cause: Continued enrollment shifts and the integration of new students require intentional systems and practices to build inclusive classroom environments. Consistent efforts are needed to ensure all students feel connected, which supports both academic success and social-emotional development.

Priority Problem Statements

Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support.

Root Cause 1: Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning.

Root Cause 2: Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Classroom communities that support the whole child must continue to be strengthened to ensure all students experience a sense of belonging. When students feel connected and valued, academic achievement, communication, and peer relationships improve.

Root Cause 3: Continued enrollment shifts and the integration of new students require intentional systems and practices to build inclusive classroom environments. Consistent efforts are needed to ensure all students feel connected, which supports both academic success and social-emotional development.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: English Language Learners require targeted instructional supports to fully access and engage with grade-level curriculum across all content areas.

Root Cause 4: With 24.57% of RJWE students identified as English Language Learners, many students require consistent language scaffolds and academic vocabulary support. Variability in implementation of language supports across classrooms may impact students' ability to fully access instruction and demonstrate mastery of grade-level standards.

Problem Statement 4 Areas: Demographics

Problem Statement 5: It is a priority for Wolman Elementary that all students feel a part of our school and class community. Community circles, Explorer Scouts and the Ron Clark House system can assist with building our school and class community and making all students feel welcome and a part of Wolman Elementary.

Root Cause 5: Due to new rezoning, Wolman serves both long-standing Firethorne families and newly zoned students from other neighborhoods. Building intentional community connections is critical to ensure all students feel included, welcomed, and engaged in the campus culture.

Problem Statement 5 Areas: Demographics

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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 department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Wolman Elementary will conduct 100% of the district required safety drills and trainings according to district timelines with staff and students in an effort to support the preparedness and the response of the campus in the event a threat or emergency occurs. Raptor and two-way radios will be used to effectively communicate during these drills and/or emergencies throughout the 2026-2027 school year.

High Priority

Evaluation Data Sources: Drill dates and completion dates will be uploaded in Raptor and Sentinel.

Raptor will be utilized to initiate safety tabletop drills/trainings and required drills with school staff and students throughout the year.

School staff will participate in a Beginning of the Year Safety Meeting with the safety liaison and school nurse. Training will include tabletop safety drills, training on Raptor, EPI Pen training, and Life-vac training.

Teachers will be provided district training information for CRASE and NIMS.

Strategy 1 Details	Reviews			
Strategy 1: RJWE will conduct safety drills and complete scenario training with the campus safety team; sharing information with the whole staff in an effort to support the preparedness and the response of the campus in the event a threat or emergency occurs. Strategy's Expected Result/Impact: Improved knowledge and implementation of safety/security procedures. Improved knowledge of how to handle unsafe /potentially violent situations Staff Responsible for Monitoring: Assistant Principal Principal Safety Liaison District Emergency Management Team Campus Safety Team	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Wolman Elementary will perform successfully with district security audit. Strategy's Expected Result/Impact: Security Audit passed and recommendations implemented. Staff Responsible for Monitoring: Emergency Management Coordinator Safety Liaison Administrative Team Campus Safety Team Teachers	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: All RJWE staff will be provided an opportunity to attend Civilian Response to Active Shooter Training throughout the school year to increase preparedness in the event of an active shooter. Strategy's Expected Result/Impact: Improved knowledge and implementation of safety/security procedures. Improved knowledge of how to handle unsafe /potentially violent situations Staff Responsible for Monitoring: Emergency Management Coordinator Safety Liaison Administrative Team	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Wolman staff members will ensure that all students attain one year's academic growth through data driven small group instruction in Literacy and Math by addressing the individual needs of all students through targeted and prescriptive small group instruction by the end of the 2026-2027 school year.

High Priority

Evaluation Data Sources: Coordinated Grade Level Plans for small group instruction
Data collection from teachers documenting resources, strategies, and growth on
Literacy Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, KLAs (2nd-5th), MAP testing (K-5th) and STAAR (3rd - 5th)

Strategy 1 Details	Reviews			
Strategy 1: The instructional coach and campus administration will meet with teams to evaluate small group planning and the effective and consistent use of district resources and instructional practices in small groups to foster a year's academic growth for all students. Strategy's Expected Result/Impact: Increase scores on Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, and STAAR (3rd - 5th) Staff Responsible for Monitoring: Instructional Coach Classroom Teachers Administrative Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: The instructional coach will partner with Special Education In Class Support teachers and paraprofessionals to ensure effective and personalized small group instruction to facilitate a year's academic growth. Strategy's Expected Result/Impact: Increase scores on Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, and STAAR (3rd - 5th) Staff Responsible for Monitoring: Instructional Coach Special Education In Class Support Teachers and Paraprofessionals TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Academic support teachers (SCE) will provided targeted pull out, small group reading and math intervention to struggling learners. Strategy's Expected Result/Impact: Help to strengthen student understanding. Promote an increase in student scores on Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, District Checkpoints (3rd-5th), and STAAR (3rd - 5th) Staff Responsible for Monitoring: Academic support teachers Classroom teachers Instructional Coordinator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support. **Root Cause:** Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.

Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning. **Root Cause:** Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.

School Processes & Programs

Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support. **Root Cause:** Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.

Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning. **Root Cause:** Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.

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

Performance Objective 2: Students receiving special education and ESL services in grades K - 5 will achieve a year's academic growth in Literacy and Math through targeted small group instruction and support in the classroom through a collaboration between General Education Teachers and Special Education/ESL staff.

High Priority

Evaluation Data Sources: Small and whole group data collection

Literacy Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, KLAs (2nd-5th), MAP testing (K-5th) and STAAR (3rd - 5th)

Strategy 1 Details	Reviews			
Strategy 1: Special Education ICS Support Teachers and EB Specialist will attend weekly planning with the grade level content teams they support in order to provide differentiated instruction so students will achieve a year's academic growth. Strategy's Expected Result/Impact: Increase scores on Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, and STAAR (3rd - 5th) Staff Responsible for Monitoring: Special Education In Class Support Teachers K-5 Literacy and Math Teachers Instructional Coach EB Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: The instructional coach and EB Specialist will model best instructional strategies and practices in the classroom in order to ensure a year's academic growth for all Special Education and EB students. Strategy's Expected Result/Impact: Increase scores on Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, and STAAR (3rd - 5th) Staff Responsible for Monitoring: Instructional Coach EB Specialist Special Education Teachers and Paraprofessionals TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 2		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support. Root Cause: Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.
Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning. Root Cause: Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.
School Processes & Programs
Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support. Root Cause: Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.
Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning. Root Cause: Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.

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

Performance Objective 3: HB3: The percent of Wolman Elementary 3rd grade students who achieve Meets and above in Reading will increase to 82% by July 2027.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Instruction across grade levels, K - 5, will remain vertically aligned through the consistent use of the approved district resources in Literacy resulting in an increase in student scores in Meets and above on STAAR. Strategy's Expected Result/Impact: Students will show an increase from 78% to 82% on STAAR in the meets or above categories for the school year 2026 - 2027. Staff Responsible for Monitoring: Instructional Coach EB Specialist Classroom Teachers Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details		Reviews			
Strategy 2: Professional development will focus on strengthening reading comprehension through small-group instruction, read alouds, and independent reading/ conferring using HMH resources with full alignment to the TEKS Strategy's Expected Result/Impact: Students will show an increase from 80% to 82% on STAAR in the meets or above categories for the school year 2026 - 2027 Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2 Funding Sources: - 865 - Principal Activity		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support. Root Cause: Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.
Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning. Root Cause: Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.
School Processes & Programs
Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support. Root Cause: Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.
Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning. Root Cause: Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.

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

Performance Objective 4: HB3: The percent of Wolman Elementary 3rd grade students who achieve Meets and above in Math will increase to 81% by July 2027.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Instruction across grade levels, K - 5, will remain vertically aligned through the consistent use of the approved district resources in Math resulting in an increase in student scores in Meets and above on STAAR. Strategy's Expected Result/Impact: Students will show an increase from 74% to 78% on STAAR in the meets or above categories for the school year 2026-2027 . Staff Responsible for Monitoring: Instructional Coach Classroom Teachers Administration TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: RJWE will continue to build a foundation of math skills and concepts by implementing the coaching model where the instructional coach will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques. Strategy's Expected Result/Impact: Increase in KLAS, Campus Based Assessments, and STAAR scores. Staff Responsible for Monitoring: Instructional Coach, K-5 Math Classroom Teachers, Admin TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2		Formative			Summative
		Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:**Student Learning**

Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support. **Root Cause:** Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.

Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning. **Root Cause:** Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.

School Processes & Programs

Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support. **Root Cause:** Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.

Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning. **Root Cause:** Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.

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

Performance Objective 5: The EB specialist will partner with General Education teachers in the classroom to plan and differentiate instruction in order to facilitate a year's academic growth for all Emergent Bilingual (EB) learners.

Evaluation Data Sources: Small and whole group data collection

Literacy Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, KLAs (2nd-5th), MAP testing (K-5th) and STAAR (3rd - 5th) TELPAS

Strategy 1 Details	Reviews			
Strategy 1: The EB Specialist will provide direct and personalized instructional planning support through the use of the district approved literacy resource HMH to support EB learners in small and whole group instruction. Strategy's Expected Result/Impact: Increased proficiency in listening, speaking, reading and writing Staff Responsible for Monitoring: Classroom teachers and ESL ISSTs TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure ESL certification is completed. Strategy's Expected Result/Impact: All emergent bilingual (EB) students with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Implement the Katy ISD Emergent Bilingual (EB) Program with fidelity through ongoing collaboration between the EB Specialist and classroom teachers. Teachers will provide required linguistic accommodations, integrate the ELPS into daily instruction, monitor student progress using TELPAS and classroom data, and participate in professional learning to ensure Emergent Bilingual students receive equitable access to grade-level curriculum. Strategy's Expected Result/Impact: Increased English language proficiency and academic achievement for Emergent Bilingual students as demonstrated through TELPAS, classroom performance, district assessments, and STAAR. Staff Responsible for Monitoring: EB Specialist Classroom Teachers Campus Administration	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: English Language Learners require targeted instructional supports to fully access and engage with grade-level curriculum across all content areas. Root Cause: With 24.57% of RJWE students identified as English Language Learners, many students require consistent language scaffolds and academic vocabulary support. Variability in implementation of language supports across classrooms may impact students' ability to fully access instruction and demonstrate mastery of grade-level standards.

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

Performance Objective 6: The percent of Wolman fifth graders who achieves Meet and above on the Science STARR test will increase to 70%,

Evaluation Data Sources: Each Wolman student K-5 will have an interactive Science notebook.
Science Lab Sign Up Genius
Interactive Word Walls
Science Intervention Rosters

Strategy 1 Details	Reviews			
Strategy 1: Provide structured opportunities for hands-on, inquiry-based science instruction through hands on investigations, Wonder of Science videos, Science interactive notebooks and explicit vocabulary development using interactive word walls. Strategy's Expected Result/Impact: Increased student mastery of grade-level science TEKS, with measurable growth in critical thinking, vocabulary application, and experimental design skills, resulting in at least 70% of fifth-grade students meeting or exceeding expectations on the Science STAAR. Staff Responsible for Monitoring: Classroom Teachers Administrators ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 7: After each assessment, teachers will analyze assessment data, make instructional implications for small groups and plan targeted small group instruction based on data. Data tracking system (binder or online) will be kept for small group instruction.

High Priority

Evaluation Data Sources: Assessment Data, Data Tracking System (binder or online)

Strategy 1 Details	Reviews			
Strategy 1: Implement a structured data analysis protocol after each assessment to identify student learning needs and plan targeted small group instruction. Provide professional learning on effective data-driven practices and ensure data tracking systems are consistently updated to guide instruction. Strategy's Expected Result/Impact: Improved alignment between assessment results and small group instruction, leading to measurable student growth in reading and math benchmarks and increased performance on district and state assessments. Staff Responsible for Monitoring: Classroom Teachers Administrators Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support. Root Cause: Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms. Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning. Root Cause: Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.
School Processes & Programs
Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support. Root Cause: Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.

School Processes & Programs

Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning. **Root Cause:** Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.

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

Performance Objective 8: The District will exceed state and national standards/ averages for all student groups in student achievement and progress.

Strategy 1 Details	Reviews			
Strategy 1: ESL staff members will inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms and utilize the ELPS in professional learning communities to plan for instruction. Staff Responsible for Monitoring: ESL ISSTs ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: English Language Learners require targeted instructional supports to fully access and engage with grade-level curriculum across all content areas. Root Cause: With 24.57% of RJWE students identified as English Language Learners, many students require consistent language scaffolds and academic vocabulary support. Variability in implementation of language supports across classrooms may impact students' ability to fully access instruction and demonstrate mastery of grade-level standards.

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: By the end of the current academic year, Wolman Elementary will be mindful of technology usage during the instructional day and utilize technology to enhance student learning.
The plan will include ensuring every student has access to a technology device. This will be achieved through district funding, grants, and community partnerships.

Evaluation Data Sources: Full implementation is targeted for the following academic year, with semester reviews to assess progress.

Strategy 1 Details	Reviews			
Strategy 1: Professional development will be provide to teachers and staff focused on best technology instructional practices. Strategy's Expected Result/Impact: 90% participation rate in staff professional development Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Performance Objective 1: The Instructional Coach will work with all classroom teachers from K - 5 to ensure vertical alignment of all content areas across grade levels in order to maintain the rigor and balance of assessments to better measure student growth and achievement. Instruction should be data driven and responsive to student needs.

High Priority

Evaluation Data Sources: Small and whole group data collection

Literacy Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, KLAS (2nd-5th), MAP testing (K-5th) and STAAR (3rd - 5th)

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Coach will conduct monthly Vertical Alignment meetings with grade level representatives in order to align instruction and assessment in order to promote student growth and improvement. Strategy's Expected Result/Impact: Collaboration across grade levels will ensure appropriate increase in rigor as well as alignment of content, resources, and expectations Staff Responsible for Monitoring: Instructional Coach Classroom Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Past and current data will be used to evaluate student mastery of TEKS and to identify areas of need in order to show student improvement. Strategy's Expected Result/Impact: Increased scores on Module Assessments, Structured Literacy Inventories, Math Campus Based Assessments, District Checkpoints (3rd-5th), and STAAR (3rd - 5th) Staff Responsible for Monitoring: Instructional Coach Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

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.

Performance Objective 2: Classroom teachers will continue to administer literacy module assessments, campus CBAs, district KLAs, and MAP Growth Assessments with fidelity in order to maintain the rigor needed to effectively design instruction to show student improvement.

Evaluation Data Sources: AWARE and the MAP dashboard will be used to evaluate student data

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers, with guidance from the instructional coach, will evaluate data to plan purposeful classroom instruction and targeted small group lessons to ensure all students achieve a year's academic growth. Strategy's Expected Result/Impact: All students will show a year's academic growth and improvement by the end of the school year. Staff Responsible for Monitoring: Instructional Coaches Classroom Content Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support. Root Cause: Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.
Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning. Root Cause: Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.

School Processes & Programs

Problem Statement 1: Planning for small group instruction is not consistently aligned to student data and core instruction, limiting the effectiveness of differentiation and targeted support. **Root Cause:** Teachers need structured time within the master schedule and clear, consistent processes to analyze student data and plan for differentiated instruction. Without these systems, small group instruction varies in implementation and impact across classrooms.

Problem Statement 2: Instructional planning does not consistently leverage district resources and small group structures to promote student engagement, academic independence, and rigorous learning. **Root Cause:** Teachers need ongoing support and clearly defined expectations for implementing differentiated instructional strategies and managing small group routines that foster student ownership, academic risk-taking, and independence.

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.

Performance Objective 3: RJWE will increase the number of students scoring at health fitness zones by 3%, as measured on FitnessGram, to contribute to optimal health by the end of the school year.

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: Administrators Physical Education Teachers	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: Administrators Physical Education Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Performance Objective 1: By the end of the academic year, Wolman Elementary will achieve a 1:1 student-to-device ratio in grades 3-5. This will be accomplished through district funding due to the 1:1 initiative.

Evaluation Data Sources: Technology Check Out System

Strategy 1 Details	Reviews			
Strategy 1: Utilize Canvas, SeeSaw , SMART Boards, Padlet, and Chrome Books with an emphasis on student engagement and being mindful of technology minutes; ensuring high quality, well-aligned technology based activities enhance student learning. Strategy's Expected Result/Impact: Increased accessibility of technology for students. Increased opportunities for interactive lessons. Staff Responsible for Monitoring: Classroom Teachers, and Instructional Coach ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Campus administration will establish a formal recognition program to acknowledge and appreciate employees' hard work and achievements and clearly outlines the criteria for recognition, sets up mechanisms for peers and supervisors to nominate individuals, and ensures that recognition is consistent and fair.

Evaluation Data Sources: Certificates and North Stars

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a comprehensive recognition program that includes clear nomination guidelines, peer and supervisor input, and consistent acknowledgment of staff contributions through monthly awards, campus communications, and celebratory events. Strategy's Expected Result/Impact: Increased employee morale, retention, and engagement, as evidenced by staff survey results, participation in recognition initiatives, and improved overall school climate. Staff Responsible for Monitoring: Campus Administration Instructional Coordinator	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: An anonymous feedback system will be implemented where employees can provide input on workload, recognition, and supervisor interactions. This can help identify areas of improvement and address any concerns related to these concepts proactively. It will also create avenues for staff to provide feedback, so that employees feel valued and that their opinions are considered in decision-making processes.

Evaluation Data Sources: Feedback Responses

Strategy 1 Details	Reviews			
Strategy 1: Establish a confidential, campus-wide feedback system that allows staff to submit input on workload, recognition, and supervisor interactions. Regularly review and analyze feedback to identify trends, address concerns, and implement responsive changes that strengthen trust and communication between staff and administration. Strategy's Expected Result/Impact: Enhanced staff satisfaction and campus culture through timely resolution of concerns, improved communication, and increased perception that employee voices are heard and valued. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Stress management workshops, counseling services, or promoting work-life balance initiatives will be implemented by the counselor to help reduce work-related worries, leading to improved job satisfaction in terms of not losing sleep over work.

Evaluation Data Sources: Workshop Agendas

Strategy 1 Details	Reviews			
Strategy 1: Provide a variety of wellness opportunities such as stress management workshops, access to counseling resources, mindfulness activities, and professional learning on work-life balance. Promote participation through campus communications and model a culture that prioritizes employee well-being. Strategy's Expected Result/Impact: Increased staff satisfaction and improved retention, as measured by staff climate surveys, reduced reports of stress-related concerns, and greater participation in wellness initiatives. Staff Responsible for Monitoring: Campus Administration Counselor	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: By the end of the academic year, the campus will implement a mentor program pairing all our campus new teachers with experienced mentors within their first month. This initiative aims to reduce teacher turnover by 10%, as measured by end-of-year retention rates and semester feedback surveys from participants, with full implementation and initial results to be reviewed and reported by June.

Evaluation Data Sources: Feedback survey

Strategy 1 Details	Reviews			
Strategy 1: Develop and launch a structured campus mentor program that pairs every new teacher with an experienced mentor within their first month of hire. Provide mentors with training and resources to support instructional planning, classroom management, and campus culture. Monitor the program through feedback surveys and regular check-ins to ensure meaningful mentor-mentee relationships. Strategy's Expected Result/Impact: Stronger teacher retention and higher job satisfaction, with at least a 10% reduction in teacher turnover, as well as improved instructional effectiveness and campus climate as reported in end-of-year surveys and retention data. Staff Responsible for Monitoring: Campus Administration Instructional Coordinator Mentor Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Strategic Design Goal 7: Katy ISD will communicate the ongoing challenges in the public school finance system.

Performance Objective 1: RJWE will communicate the ongoing challenges in the public school finance system to both school staff and the parent community.

Evaluation Data Sources: Campus parent newsletter as well as the staff weekly bulletin will be used to relay information regarding challenges such as the importance of school attendance.

Strategy 1 Details	Reviews			
Strategy 1: Add pertinent information regarding ongoing challenges in the public school finance system to both school staff bulletin and parent community newsletter. Strategy's Expected Result/Impact: This will bring awareness to the ongoing challenges faced in the public school finance system. Staff Responsible for Monitoring: Admin. team ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Volunteer participation and attendance at parent/community events will be increased by 3% throughout the school year.

Evaluation Data Sources: Volunteer Hours Recorded through Raptor
Parent and Community Attendance
Visitor sign in log/spreadsheets

Strategy 1 Details	Reviews			
Strategy 1: Parent and volunteer participation opportunities (Discover Learning, GUIDES, PTA website, support of the RJWE House System) will be promoted through Canvas, social media and campus newsletter, and grade level parent orientations. Strategy's Expected Result/Impact: By May, an increase in parent participation in school events such as those listed above will occur. Staff Responsible for Monitoring: Administrative team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2: RJWE will foster relationships with all stakeholders including parents, community members and staff to capitalize on the strengths, resources and talents to increase school engagement.

Evaluation Data Sources: CAT Meeting agendas/sign in sheets
 Parent Event Participation
 PTA Meeting agendas/sign in sheets
 Staff Meeting agendas/sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Relationships during meetings with stakeholders will be fostered through activities and team building exercises in addition to meeting objectives. Strategy's Expected Result/Impact: Increase relationships/school engagement Staff Responsible for Monitoring: Admin. Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Event flyers for Title III Series: Community Engagement will be advertised and provided fostering Statewide Community Connections. Strategy's Expected Result/Impact: Increase parent connections Staff Responsible for Monitoring: ESL Department ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 3: The district will identify existing parent, family and community engagement programs at campuses and district level, and explore opportunities to involve a greater number of stakeholders on/at campuses.

Strategy 1 Details	Reviews			
Strategy 1: During the academic year, Wolman Elementary will advertise Title III Parent Engagement, Family Engagement, & Community Engagement events empowering families and enhancing educational supports for Emergent Bilingual (EB) students. Wolman will advertise and provide event flyers for Title III: Family STEAM Night. Strategy's Expected Result/Impact: Enhanced Educational Supports for Emergent Bilingual (EB) students Staff Responsible for Monitoring: ESL Teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Advertise and provide event flyer for Title III Series - Family Engagement: Empowering Families Through Helpful Resources Strategy's Expected Result/Impact: Enhanced Educational Supports for Emergent Bilingual (EB) students Staff Responsible for Monitoring: ESL Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Teachers will conduct Community Circles at least once a week with a goal of daily in all classrooms to increase relationships and inclusivity, decrease off task behaviors and create a culture of community and acceptance, which will help to prevent unsafe situations (violence) during the school year.

Evaluation Data Sources: Observation of Community Circles in classrooms and teacher report of off-task behaviors in MTSS-B meetings.

Bug grams

Speak Up

Strategy 1 Details		Reviews			
Strategy 1: Continue and enhance Community Circles in every homeroom during designated daily time. Strategy's Expected Result/Impact: Build relationships with students, develop trust among peers, and set a positive tone for the day with the goal of decreasing time spent managing behavior and increasing instructional time. Staff Responsible for Monitoring: Classroom teachers counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Perceptions 1		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: It is a priority for Wolman Elementary that all students feel a part of our school and class community. Community circles, Explorer Scouts and the Ron Clark House system can assist with building our school and class community and making all students feel welcome and a part of Wolman Elementary. Root Cause: Due to new rezoning, Wolman serves both long-standing Firethorne families and newly zoned students from other neighborhoods. Building intentional community connections is critical to ensure all students feel included, welcomed, and engaged in the campus culture.
Perceptions
Problem Statement 1: Classroom communities that support the whole child must continue to be strengthened to ensure all students experience a sense of belonging. When students feel connected and valued, academic achievement, communication, and peer relationships improve. Root Cause: Continued enrollment shifts and the integration of new students require intentional systems and practices to build inclusive classroom environments. Consistent efforts are needed to ensure all students feel connected, which supports both academic success and social-emotional development.

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 2: Wolman will offer the Character Strong/Purposefull People Program to 100% of students during the school year.

Evaluation Data Sources: New character Strong/Purposefull People traits will be shared with students each month throughout the school year. Students will be recognized for demonstrating the traits by earning certificates and Hoot Loot.

Strategy 1 Details	Reviews			
Strategy 1: Purposefull People traits will be taught by classroom teachers and counselor throughout the school year. Strategy's Expected Result/Impact: reduce bullying as a campus, increase desired character traits of kindness and respect Staff Responsible for Monitoring: Teachers and Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Trauma Informed practices will be implemented in the classroom throughout the school year and the Speak Up system for reporting unsafe situations will be communicated to staff and students in an effort to prevent violence and unsafe situations. Strategy's Expected Result/Impact: As a mandate from Senate Bill 11, all teachers will receive professional development provided at a faculty meeting by our counselor and will incorporate trauma informed practices and strategies into classrooms. Students who have experienced a trauma will receive best practices to deescalate behaviors and provide a safe space at school. Communicate procedures for using campus safety net process as well as district Speak Up system. Staff Responsible for Monitoring: Teachers, Counselor, Admin Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 3: 100% of Explorers will participate in the Ron Clark House System to aid in the promotion of character building, relationships and school spirit at RJWE throughout the school year.

Evaluation Data Sources: Hoot Loot distribution, visual student point board in hallway, House pep rally each grading period, House Growth Awards

Strategy 1 Details	Reviews			
Strategy 1: Using "house" quarterly assemblies and team building activities, students and staff will work together to build and sustain relationships in our school family and larger community. "4 houses, 1 family" Strategy's Expected Result/Impact: increased positive school culture Staff Responsible for Monitoring: House Leaders, admin ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: It is a priority for Wolman Elementary that all students feel a part of our school and class community. Community circles, Explorer Scouts and the Ron Clark House system can assist with building our school and class community and making all students feel welcome and a part of Wolman Elementary. Root Cause: Due to new rezoning, Wolman serves both long-standing Firethorne families and newly zoned students from other neighborhoods. Building intentional community connections is critical to ensure all students feel included, welcomed, and engaged in the campus culture.
Perceptions
Problem Statement 1: Classroom communities that support the whole child must continue to be strengthened to ensure all students experience a sense of belonging. When students feel connected and valued, academic achievement, communication, and peer relationships improve. Root Cause: Continued enrollment shifts and the integration of new students require intentional systems and practices to build inclusive classroom environments. Consistent efforts are needed to ensure all students feel connected, which supports both academic success and social-emotional development.

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 4: At least 85% of Wolman students will continue to feel safe as measured by the Safety and Bullying Survey at the end of the school year.

Evaluation Data Sources: Safety and Bullying Survey

Strategy 1 Details		Reviews			
Strategy 1: Increase inclusivity through explicit instruction on how to join a group and accepting/celebrating differences in-class lessons and via announcements; use of the buddy bench during recess; Explorer Scouts; Purposeful People and community circles. Strategy's Expected Result/Impact: Increase in the % of students who state they were included in groups on the student Safety and Bullying survey. Increase in student self-esteem, relationships and positive school culture. Staff Responsible for Monitoring: Counselor, Teachers, Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Perceptions 1		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: It is a priority for Wolman Elementary that all students feel a part of our school and class community. Community circles, Explorer Scouts and the Ron Clark House system can assist with building our school and class community and making all students feel welcome and a part of Wolman Elementary. Root Cause: Due to new rezoning, Wolman serves both long-standing Firethorne families and newly zoned students from other neighborhoods. Building intentional community connections is critical to ensure all students feel included, welcomed, and engaged in the campus culture.
Perceptions
Problem Statement 1: Classroom communities that support the whole child must continue to be strengthened to ensure all students experience a sense of belonging. When students feel connected and valued, academic achievement, communication, and peer relationships improve. Root Cause: Continued enrollment shifts and the integration of new students require intentional systems and practices to build inclusive classroom environments. Consistent efforts are needed to ensure all students feel connected, which supports both academic success and social-emotional development.

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 5: RJWE will achieve a 97% attendance rate through homeroom and individual attendance incentives.

High Priority

Evaluation Data Sources: Attendance Rate of 97%

Strategy 1 Details	Reviews			
Strategy 1: Increase communication with parents to promote attendance awareness, reiterating the importance of students being at school every day Ongoing communication will occur during parent orientation, parent newsletter, attendance posters, teacher phone calls home when a student is absent, parent/teacher conferences and ARD/504 meetings Strategy's Expected Result/Impact: This will result in an increase in attendance Staff Responsible for Monitoring: Admin, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Administrative Staff to attend Admin Conference attendance sessions. Strategy's Expected Result/Impact: Administrative staff will learn additional ways to increase attendance and collaborate regarding implementation at RJWE Staff Responsible for Monitoring: Admin Team ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Grade level, classroom and individual student motivational systems will be utilized to continue to reward students who display good attendance. Strategy's Expected Result/Impact: This strategy will help to increase RJWE's overall student attendance. Staff Responsible for Monitoring: Admin team, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	The instructional coach and campus administration will meet with teams to evaluate small group planning and the effective and consistent use of district resources and instructional practices in small groups to foster a year's academic growth for all students.
2	1	2	The instructional coach will partner with Special Education In Class Support teachers and paraprofessionals to ensure effective and personalized small group instruction to facilitate a year's academic growth.
2	1	3	Academic support teachers (SCE) will provided targeted pull out, small group reading and math intervention to struggling learners.
2	2	1	Special Education ICS Support Teachers and EB Specialist will attend weekly planning with the grade level content teams they support in order to provide differentiated instruction so students will achieve a year's academic growth.
2	2	2	The instructional coach and EB Specialist will model best instructional strategies and practices in the classroom in order to ensure a year's academic growth for all Special Education and EB students.
2	3	1	Instruction across grade levels, K - 5, will remain vertically aligned through the consistent use of the approved district resources in Literacy resulting in an increase in student scores in Meets and above on STAAR.
2	4	1	Instruction across grade levels, K - 5, will remain vertically aligned through the consistent use of the approved district resources in Math resulting in an increase in student scores in Meets and above on STAAR.
2	4	2	RJWE will continue to build a foundation of math skills and concepts by implementing the coaching model where the instructional coach will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques.
2	5	1	The EB Specialist will provide direct and personalized instructional planning support through the use of the district approved literacy resource HMH to support EB learners in small and whole group instruction.
4	1	2	Past and current data will be used to evaluate student mastery of TEKS and to identify areas of need in order to show student improvement.
4	2	1	Classroom teachers, with guidance from the instructional coach, will evaluate data to plan purposeful classroom instruction and targeted small group lessons to ensure all students achieve a year's academic growth.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	The instructional coach and campus administration will meet with teams to evaluate small group planning and the effective and consistent use of district resources and instructional practices in small groups to foster a year's academic growth for all students.
2	1	2	The instructional coach will partner with Special Education In Class Support teachers and paraprofessionals to ensure effective and personalized small group instruction to facilitate a year's academic growth.
2	1	3	Academic support teachers (SCE) will provided targeted pull out, small group reading and math intervention to struggling learners.
2	2	1	Special Education ICS Support Teachers and EB Specialist will attend weekly planning with the grade level content teams they support in order to provide differentiated instruction so students will achieve a year's academic growth.
2	2	2	The instructional coach and EB Specialist will model best instructional strategies and practices in the classroom in order to ensure a year's academic growth for all Special Education and EB students.
2	3	1	Instruction across grade levels, K - 5, will remain vertically aligned through the consistent use of the approved district resources in Literacy resulting in an increase in student scores in Meets and above on STAAR.
2	4	1	Instruction across grade levels, K - 5, will remain vertically aligned through the consistent use of the approved district resources in Math resulting in an increase in student scores in Meets and above on STAAR.
2	4	2	RJWE will continue to build a foundation of math skills and concepts by implementing the coaching model where the instructional coach will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques.
2	5	1	The EB Specialist will provide direct and personalized instructional planning support through the use of the district approved literacy resource HMH to support EB learners in small and whole group instruction.
4	1	2	Past and current data will be used to evaluate student mastery of TEKS and to identify areas of need in order to show student improvement.
4	2	1	Classroom teachers, with guidance from the instructional coach, will evaluate data to plan purposeful classroom instruction and targeted small group lessons to ensure all students achieve a year's academic growth.

State Compensatory

Budget for Wolman Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) funds support Academic Support Teachers who provide high-quality, targeted instruction to students identified as academically at risk. Through ongoing analysis of student performance data, these teachers identify students with the greatest needs and deliver focused interventions aligned to specific skill deficits. Academic Support Teachers collaborate closely with classroom teachers to ensure instructional alignment and consistency of supports while monitoring student progress and adjusting interventions as needed. They also prioritize building strong, positive relationships with students to increase engagement, motivation, confidence, and academic success, supplementing the regular education program and helping students achieve grade-level expectations.

Personnel for Wolman Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Jon Hill	Teacher	1
Cheryl Stallings	Teacher	1

Campus Funding Summary

865 - Principal Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$0.00
Sub-Total					\$0.00



The Percent of **Wolman** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 81% to 83% by July 2029.

Wolman: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	81%	71%	78%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	81%	82%	82%	83%	83%
		Met Internal Goal	-	No	No			

Wolman: Targets	3rd Grade Reading Meets or Above		# 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
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	12	83%	24	71%	93	80%	0		29	90%	0		8	88%	33	48%	26	69%	19	89%
		2025 Actual	20	70%	26	62%	89	70%	1	0%	33	82%	1	100%	10	80%	55	42%	36	61%	39	77%
		2026 Target										92%						52%				
		2026 Actual	18	83%	33	67%	62	87%	0		41	68%	0		9	89%	35	51%	37	57%	45	69%
		Met Target										N						N				
		2027 Target										78%						61%				

The Percent of **Wolman** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 80% to 82% by July 2029.

Wolman: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	80%	73%	74%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	80%	81%	81%	82%	82%
		Met Internal Goal	-	No	No			

Wolman: Targets	3rd Grade Math Meets or Above		# 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
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	12	67%	24	71%	93	81%	0		29	90%	0		8	88%	33	42%	26	73%	19	89%
		2025 Actual	20	65%	26	73%	89	70%	1	100%	33	85%	1	100%	10	80%	55	49%	36	56%	39	77%
		2026 Target						80%				95%										
		2026 Actual	18	72%	33	55%	62	85%	0		41	73%	0		10	80%	35	34%	38	47%	45	67%
		Met Target						Y				N										
		2027 Target										83%						44%				