

ELEMENTARY PROFESSIONAL LEARNING COMMUNITIES

CAMPUS

Maurice L. Wolfe
Elementary School
Recognized 2006-07

DISTRICT

Katy ISD

INITIAL IMPLEMENTATION

2004-05

PROGRAM SUMMARY

The **goal** of Wolfe Elementary’s program is to improve student performance.

Key strategies include formation of collaborative teams and dedicated weekly in-school meeting time to review student data, creation of a professional environment in which to discuss teachers’ instructional strengths and weaknesses, and dedicated in-school intervention/enrichment scheduling and small group instructional time.

Outcomes include increased TAKS passing rates.

EFFECTIVENESS

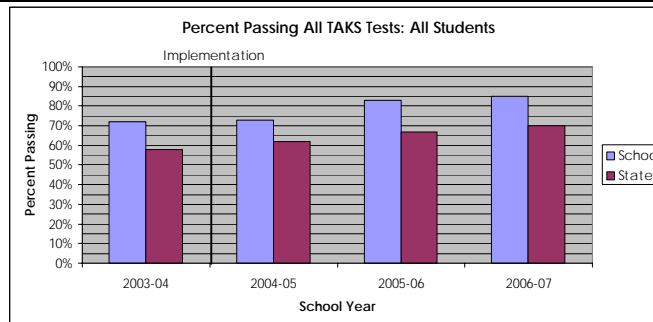
Before

Prior to program implementation, in 2003-04, the percentage of students passing all TAKS was 72%, compared to the state average of 58%.

After

Staff reported that the collaborative approach of the Professional Learning Community helped teachers communicate openly about improvements needed in instruction. Formal structures for discussion of student needs and individualized instruction were particularly effective for keeping track of lower performing students.

After implementation of the program, the percentage of students passing all TAKS increased, with 85% passing in 2006-07, compared to the state average of 70%.



Source: AEIS

Note: Adjusted TAKS data is used for 2003-04.

CONTEXT/IMPLEMENTATION

Demographics (2006-07)

Grade Levels Served		K-5	Campus Enrollment		398
Ethnic Distribution			Economically Disadvantaged	184	46.2%
African American	63	15.8%	Limited English Proficient (LEP)	61	15.3%
Hispanic	156	39.2%	At-risk	180	45.2%
White	152	38.2%	Mobility (2005-06)	161	31.4%
Asian/Pacific Islander	27	6.8%			

Source: AEIS

Background

- Wolfe Elementary is a Title 1 campus located in a suburban district near Houston.
- Katy ISD adopted Professional Learning Communities (PLC) as a district-wide strategy for improvement. The district provided professional development for campus leaders and required PLC implementation at all campuses.
- The district also mandated that 90 minutes of tutoring/enrichment activities be provided at each campus weekly.

Procedures

- The campus principal, primary and intermediate instructional leaders, and special education and compensatory education department heads attended PLC professional development. Staff then presented the concept to the rest of staff in departmental meetings.
- The campus established a weekly "collaborative" meeting time for teachers and staff to meet at each grade level. Collaborative meetings were held every Monday with staff from all specialist departments (special education, compensatory education, and English as a Second Language), the Licensed Specialist in School Psychology (LSSP), and administrators (principal, counselor, assistant principal). Meetings were scheduled during grade-level conference periods. Collaborative meetings were focused either on review of assessment data, for example, after benchmark testing, or discussion of individual student progress.
- Using the existing intervention/enrichment time required by the district, the campus was able to establish a 45-minute daily intervention/enrichment period for all students called "Wolfe Academy" in each grade-level schedule. Wolfe Academy provided time for services and programming identified for students through the collaborative meetings. Students received small group instruction or other interventions/services including special education, ESOL, dyslexia, or other compensatory services during this time, thus decreasing the time some students were pulled out of regular classroom instruction.
- Collaborative meetings were also a venue for identification of struggling students and ongoing documentation and monitoring of interventions.

	<ul style="list-style-type: none"> • Additional collaborative meetings included those of grade-level teams and subject-area vertical teams. • Meetings were designed as a place for teachers to feel comfortable discussing their individual strengths and weaknesses in teaching. The principal did not attend all meetings in order to give teachers a non-threatening environment in which to discuss necessary improvements to instruction. • In accordance with PLC principles, all teacher and student meeting times were built into the school day rather than held after school. After-school staff meetings (aside from faculty meetings) were eliminated. • In 2007-08, the campus also proposed to eliminate after-school tutoring programs and instead use the funding, most of which was used for transportation, to hire tutors to provide in-class assistance and participate in the collaborative meetings. 		
	<p>CAMPUS/DISTRICT STAFF</p> <table border="0"> <tr> <td data-bbox="533 638 1094 813"> <p>Dr. Jacob LeBlanc, Principal Maurice L. Wolfe Elementary School Katy ISD 502 Addicks-Howell Road Houston, TX 77079 281-237-2250</p> </td> <td data-bbox="1094 638 1929 813"> <p>Alton Frailey, Superintendent Katy ISD 6301 South Stadium Lane Houston, TX 77494 281-396-6000</p> </td> </tr> </table>	<p>Dr. Jacob LeBlanc, Principal Maurice L. Wolfe Elementary School Katy ISD 502 Addicks-Howell Road Houston, TX 77079 281-237-2250</p>	<p>Alton Frailey, Superintendent Katy ISD 6301 South Stadium Lane Houston, TX 77494 281-396-6000</p>
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The Texas Education Agency (TEA) is seeking feedback about the best practice summaries.

Please take one minute to answer the feedback survey (six questions).

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