

Katy Independent School District
Griffin Elementary
2023-2024 Campus Improvement Plan

Mission Statement

At Michael L. Griffin Elementary, we ignite a passion for learning by providing dynamic, targeted instruction through goal-oriented teaching. It is our desire to provide every child with the values, knowledge and skills needed to achieve maximum potential. We challenge all students to become capable, confident, life-long learners, critical thinkers, effective communicators and ethical contributors to society. We celebrate the uniqueness of each individual learner and strive to enable all students and staff to achieve their goals in a positive, safe and nurturing environment of mutual respect where school, home and community support one another.

Vision

Destination-learning for all!

Path-paved in a positive, safe, nurturing environment.

Compass-checked frequently and responded to appropriately.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At Griffin Elementary, we serve 850 students grades Pre K-5. Our attendance zone encompasses parts of the neighborhoods of Cinco Ranch and Seven Meadows as well as 2 apartment complexes. For the 2016-2017 school year, Griffin received students from 2 additional Cinco Ranch land use zones that formerly attended Rylander Elementary. In addition to the students officially zoned to Griffin, we also serve as a Pre K hub for overflow from other KISD elementary campuses and host 3 self-contained autism units, two ASIP classrooms to serve high functioning children who are on the autism spectrum and demonstrate difficult behaviors, ECSE-an Early Childhood Program for children with special needs, as well as the BEES program; a community speech program for pre-school children. During the COVID 19 outbreak we served students in a variety of settings both at home and at school. When we returned in the Fall of 2020, roughly 60% of the children returned to Face to Face learning. By the third 9 weeks we had almost 75% of the children back on campus, at after Spring Break we served almost 80% of the children in the Face to Face model. Last year it was predicted that we would fall under 800 in our enrollment, and therefore, we lost a PE, Music teacher and office clerk. We also were given another PreK until and have returned to the title of hub for PreK in the southwest of the district. This year we add the ECSE program to our campus special education programming. This totals 7 special education programs outside of Resource and In Class support and a Pre K program that will be served on our campus.

At MGE we serve children from over 40 countries who speak over 42 languages. Over 30% of our population is at-risk due mainly to having English as a second language. Additionally, we host seven special education programs with children coming to us from across the district for these special programs. This enriches our lives, but also brings about it's own special problems.

Demographics Strengths

With diversity comes a richness of culture and desire to connect to and belong to the community. Many of our families value education and seek out high performing campuses where they will have exposure to other worldly children. They are supportive of a strong curriculum that is designed to meet the needs of the child as well as to provide challenges and extensions to the basic curriculum. They are involved in the school community and attend lunch and learns, parent nights, curriculum nights, extra curricular activities and value a sense of belonging and community. they bring a wide knowledge of the world, travel and life centers around the children. They want their children to love learning, acquire the language and use their knowledge to solve problems and perform at high levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With children arriving from all over the world throughout the year, (40 countries)and having previously been served through a whole array of educational systems, they arrive to us with a host of curriculum strengths and weaknesses that must be addressed. This requires individualized goals and objectives for our child and

differentiation to fill in the gaps left from other systems of instruction. **Root Cause:** Diversity of our population in general, but also due to special programming offered on our campus for children with speech impairments, varying degrees of Autism and behavioral concerns.

Student Learning

Student Learning Summary

In May of 2019, Griffin, we earned 96 points in index 1. Our overall passing rate was at 92% or greater for each of the tests given. Our lowest score was in 5th grade Science. When looking at reading scores we had a 96.75% in Third Grade Reading for Approaches, an 74.8% in Meets and a 49.59% for Masters. Our average of Approaches, Meets and masters indicates a loss of ___% for this school year as compared with the last time we took the STAAR. In Fourth Grade Reading we scored a 97.08% in Approaches, an 83.2% in Meets and a 59.1% in Masters. These scores indicate a plus eight points from last year, but show significant growth of 32 points overall in the Third graders from 17-18. In Fifth Grade Reading the children scored a 100% in Approaches, an 93.13% in Meets and a 74.05% in Masters. We were astounded by the increase in all areas in reading for this school year for 4th and 5th grade with all of the challenges that protocols, illness and isolations brought due to COVID. Most significant was the increase in Meets and Masters in the Fifth Grade. We will be looking closely at what influenced this growth and using it to increase our third grade scores. Initial indicators were the lack of interruptions in instruction due to restrictions to bring students together in large groups, pairing both counseling lessons and library lessons in the specialty rotations leaving more uninterrupted learning time in the classroom. Our children have typically been readers, with limitations on choices in the environment for extra-curricular activities, readers read.

In Third Grade Math we scored an 87.8% in Approaches, a 56.91% in Meets and a 33.33% in Masters. In Grade 4 we achieved a 95.59% in Approaches, an 88.24% in Meets and a 75.74% in Masters while in Fifth Grade we achieved a 99.24% in Approaches, an 92.42% in Meets and a 71.9% in Masters. With with continued gains in Meets and Masters in 4th and 5th grade levels in the three areas in math we feel Workshop models are a benefit to children's learning and the planning that we have done for the small group table was beneficial for growing all children. We were challenged this year with the need for long-term subs in two classrooms in third grade due to FMLA requests.

Additionally there were other absences on that grade level. We also note that due to protocols and fear of COVID our small group instruction was more limited. This will be an area of concentration for the upcoming school year. An area of concentration last year was in the area of Science. We made some gains in this area and continue to seek teacher training and additional research and revision of the way we teach the TEKS in science, test the TEKS and supplement instruction. With the effort going to plan for small group instruction, the emphasis in Science trailed for us. We worked on creating assessments with the end in mind, reexamining the TEKS and building new hands-on activities were an emphasis for us in the 19-20 school year. We continued to target our ELLs and special education students within reading, math, and writing by focusing on progress standards. Strategies used included making all campus support services, such as dyslexia intervention, after school academy, and early morning Istation, available to special education students in addition to services as outlined in their IEPs. We targeted our ELLS by assigning them to a grade level, third, fourth, and fifth grades, to target STAAR grade level objectives with emphasis in reading and math. Student needs meetings will continue to be focused on identifying students in need of intervention, dyslexia services, possible special education services, and behavioral supports. In 19-20, with the addition of a new Special Education program, ASIP, we had additional teachers and paraprofessionals on our campus. We used the success of our ELL population to create a similar model by assigning an In class support teacher to each grade level in Third, Fourth and Fifth grade and providing a schedule that allots for a common planning time. This

has proven to strengthen the work that we do along side of our general education teachers. Long-range planning times were also provided by providing substitutes for teachers prior to each nine weeks. This practice will continue. These common planning times provided insight into the strategies and objectives and provided support from coaches for isolating pre-requisite skills and planning for these as needed ahead of time.

Last year (19-20), Griffin targeted Hispanics, Whites, and Special Education students in an effort to increase their performance at the advanced level to between 30 -35% range. For White and Hispanic students this mark was met on all tests, except for Hispanic students on 5th grade Science STAAR and 4th grade Writing STAAR. However, Special education students continued to struggle reaching the advanced level. We will target each population to strengthen understanding in the lower performing area by having teachers look at practices to foster development within the classroom. We will continue the use of math, reading, and writing workshop with an emphasis on planning small group instruction in both math and reading that reaches our students that struggle as well as our students who need to be challenged.

Inservice training will be provided for teachers, Lunch & Learns will be presented to parents, and (brain research) will be incorporated in daily classroom work. Application of learning and the brain research will occur through use of brain breaks, additional exercise during G.O. Time (Grizzlies Outside Time), a revised homework policy, and the use of more engaging activities within the classroom.

HB 3 will provide us with a challenge to raise our overall scores on 3rd Grade STAAR by one percentage point from our Meet and Masters score from 19-20 and to raise our lowest two populations in third grade reading and math by five percentage points. Certainly the continuation of small group instruction using the Workshop model and Guided Reading in the lower grades will continue to be utilized for student achievement as this model has been proven to grow our diverse children. Close attention will be made to the CBAs and iStation as well as to the Dreambox assessments and activities completed by our children. Lessons will be earmarked to concentrate on areas of deficit both through the online programs as well as in small group instruction whether online or in person. Time will be spent in team planning to address any areas of concern and to build engaging activities and lessons to improve performance in these populations as we move through the year.

From our initial data we can see that our children benefit from using a Workshop model in reading, writing and mathematics. Our population is quite diverse in country of origin, languages spoken and exceptionalities identified. Our SPED population including programs is over 27%, yet we remain in the top three within the district in Science and in the top five in all fourth and fifth grade STAAR tests administered. An area of concentration was in third grade math and reading and raising the performance levels of the children in these areas to be more commensurate with the performance of the students in our fourth and fifth grades. This became a particularly more difficult challenge when a new member of the team was gained from the excess list and had experience only teaching kindergarten. Another challenge presented itself when another member of the team of six went out on FMLA at the semester break. We secured a certified long-term substitute for this position when a third member of the team also went out on FMLA and the two would remain out for the rest of the year. The second long-term substitute was secured; however, he was not a certified substitute, but he was degreed. The coach proved to be invaluable in planning, modeling and preparing the three inexperienced math staff in third grade to deliver appropriate instruction to our children.

We set a goal to raise the scores in math to 78% at meets. From the preliminary data and using last year's performance measures, it looks as though we met it with an 80%.

Student Learning Strengths

Students have been responsive to the Workshop model for instruction in ELAR, math and science. As a whole our children do well on all cumulative assessments, including the STAAR. They are met where they are and grown based on a study of the data. Small group instruction is for learning next steps in the curriculum, for filling in gaps and for accelerating instruction. Direct instruction happens in mini-sessions and is immediately followed-up with practice in the concept. Our experienced staff and collaborative planning with in class support for ELL and SPED augment this practice. Ownership of all children is across the board. Small groups are held by in class support as well as the classroom teacher. Materials that meet the instructional needs as well as the interests of the children engage and extend the children in their learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Structures that provide great first teach to all students, provide support through inclusion and maximize and strategize using a schedule that augments instruction is needed in a school community that has a high percentage of ELL, SPED, and students who meet the criteria for "at-risk". **Root Cause:** Move ins, ELLs, and children identified as needing to be served through special education programs cause great need for individualized instruction throughout the year as well as support services.

School Processes & Programs

School Processes & Programs Summary

Griffin Elementary enjoys a positive work environment. Teachers are supported by administrators with an open door policy. An active Professional Learning Community is facilitated by the Instructional Coaches and input from each faculty member is valued as collaboration is a cornerstone of our organization.

We will continue with infusing brain compatible instruction, including movement breaks, student choice, interest, differentiation, and real-life connections into our instruction this year at Griffin. Starting the day with a before school recess, we refer to as G.O. Time, Griffin Outdoor Time, will help our students come in energized and ready to learn. A high level of engagement will be promoted by our continuing use of the Reading, Writing, and Math Workshop models, which feature individual conferring and small group instruction. We will put into place mentoring and ongoing professional development to make sure the brand new teachers at Griffin will operate confidently when using these models of instruction. Grade level teams will collaborate with coaches to incorporate changes to the District Scope and Sequence at weekly planning sessions. During these planning sessions teams will create common assessments, analyze data, and utilize District Unit Plans to guide instruction. Small group instruction will include a plan for those who do not "get it" during our mini lessons. Pre-requisite skills and the use of learning progressions will assist us in planning these support lessons. Critical thinking is promoted at Griffin as we plan for accountable talk and higher level questioning during Interactive Read-Alouds. Fountas and Pinnell Prompting Guides were utilized by all of the ELA teachers as instructional supports in the planning of higher level questions. Students are also supported as they think critically through concrete, representational, and abstract activities during math. A special emphasis will be in ELA to infuse our primary grades with proven practices for phonics and works study. A campus training will kick start the program implementation, materials will be ordered and a schedule built to support all elements are found within a school week.

At Griffin Elementary we make it a priority to provide each student with opportunities to learn and be challenged. Small group instruction is the heart of this endeavor. The routine use of small groups allows our staff to identify students who need intervention or extension. Small group delivery is an excellent vehicle for differentiation and provides access to the curriculum for all students, meeting their individual needs. Walktroughs and formal observations will be designed around the times that small group instruction is scheduled to occur. Examination of data binders will be an integral part of observations and planning protocols.. Student observations made during small group instruction help teachers identify students who are struggling academically or behaviorally. These concerns are discussed at Student Needs Meetings attended by administrators, classroom teachers, intervention specialists, and ESL staff. Support for struggling students includes tutoring during our workshop made by the classroom teacher, small groups with intervention specialists, in class support from the ESL staff, I-Station, and After School Academy. At Griffin, these programs are made available to ALL students in addition to the support they receive from the Special Education department or ELL departments. Care will be taken to include approved bands of texts in classroom libraries where identified students will be placed.

The Workshop Model used in Writing, Reading, and Math allows our teachers to increase rigor and challenge students on a daily basis.

Students have opportunities to read books on their independent level, extend their writing, and explore math topics on a deeper level. Students are also given opportunities to extend their learning through Projects Based Learning that matches their interests. This year binders in paper or online will assist teachers with identifying tracking and targeting as well as documenting small group interventions and supporting the need for further intervention as well as document the growth of ALL children. We are returning to the fidelity in which we gather and record information about children that allows for greater understanding of where they are and what our next steps are for increasing their learning and mastery of objectives.

Griffin Elementary is committed to preparing our students for a future in a global economy driven by technological advances. To navigate this future our students must be able to adapt to changing technology. Teachers and students at Griffin are comfortable using SMART Boards, document cameras, and computers daily. We are continuing to increase the use of personal devices and iPads in each subject area. These tools are used to access online resources, enhance daily lessons, participate in experiments, make models, and conduct research. We are challenging ourselves to use technology to engage students in the learning process, encouraging students to create products, collaborate with classmates, and share the results with their families. Teams at Griffin are working to build community by using resources such as Seesaw, Canvas, Twitter, Facebook, and Wikis to let our families know about the exciting learning opportunities happening daily. Informative video clips and instructional tips will also be expanded and posted for families to view. We are focused on the increased use of technology and are working toward a 1:1 ratio in 3rd grade (student:iPad) and 1:1 ratio (student:Chrombooks) in 4th & 5th grades through the combined efforts of our local budget and PTA funds. Our students will have the opportunity to use technology in innovative ways as well as practice using technology safely and responsibly. Through and since COVID, we have grown across the campus in building engaging ways to deliver and or have students show what they know. We will examine what has been done, continue to use the most engaging lessons created, share other options as resources for students and parents while expanding our use of engaging face to face lessons and rebuilding relationships with our children. Lessons are being developed by these teams and shared with the grade level as part of building engaging lessons for children. With our technology retrofit this summer, outdated technology devices will be removed from our campus count and will be replaced up to the district standard. For MGE, this means an overall decrease in devices across the campus. The totals indicated for removal from our current collection totals 459 devices including Chromebooks and iPads. We will no longer be one-to-one with students to devices in third through fifth grades and our ratio of devices to students in the primary grades will be less than what it is currently. We will have to rebuild or hope that a bond is called to supplement what we are going to receive during the retrofit. Additionally we will use ESSER funds to begin to build back to a one-to-one ratio as we are used to having full class sets in each classroom ready for students to work on a program or project at will.

School Processes & Programs Strengths

Our campus has embraced the use of technology to enhance student learning both for input as well as for student created products. Over the years, through conservation of funds, PTA funding and ESSER funding we have been able to build up resources so as to be close to one-to-one in the primary grades and one-to-one in the intermediate grades. Through COVID our staff and students have become quite technology savvy for both teaching and for learning. In the intermediate grades children have designated devices so as to move with ease into continuing to complete an assignment, revise and edit a draft or work with a computerized program to enhance knowledge of math facts, problem solving or to practice skills. We volunteered to go to full online assessments the first year that they were offered. Our children were well prepared to complete all assessments online and continue to do so for DLAs, CBAs and the STAAR without needing to stop and gather/share equipment. Moving from classwork to assessments is seamless.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: With our district retrofit we will no longer be one-to-one with technology in Grades 3-5. This will be a change from current ratios and will effect our practices with student created products using technology and out ability to test online without combining resources. **Root Cause:** Equipment has aged out and will not be replaced during the retrofit with current standards.

Problem Statement 2: Meeting the needs of these diverse learners through inclusion requires extensive examination of initial data and close monitoring of student progress. Systems are needed for both instructing and collecting data in small groups and with support from our SPED and Support Programs (ELL, ESSER, Reading and Math ASTs). **Root Cause:** Students form around the country and globe, with needs as identified as SPED, ELL and At-risk.

Perceptions

Perceptions Summary

At Griffin Elementary we believe that ALL decisions go back to this question: "What's best for children?" in general, and when examining our mission it becomes more specifically "What's best for this child?" We believe our destination or goal is in achieving LEARNING FOR ALL. The path that we take is one paved in a safe, positive, and nurturing environment where progress is monitored frequently in a variety of ways and responded to appropriately. How does that look in practice? When a child enters our doors they are welcomed into our learning community with a handshake and a smile. There is an overarching belief that WE ARE A COMMUNITY of life-long learners and that everyone is on the continued path toward successful learning. Records of learning matter. They are examined for patterns of strengths and weaknesses, previous supports, test scores, plans and services of intervention. Like models of campus resources are matched and then monitored each six weeks in Student Needs Meetings. Grade level teams plus support and administrative teams collaboratively monitor progress and growth from several data sources and make recommendations for appropriate services, behavior contracts or accommodations. Likewise for students in RTI, 504 or Special Education children, are looked at by a collaborative services team regularly.

Planning for instruction is also met within a collaborative model. Team planning is required. An ELA/SS or Math/Science planner meets with grade level teams to focus efforts on first teach. Special Ed. students are in the general education classroom for this first teach as are students in 504 or RTI. Push-in is our primary structure for ESOL support and Spec. Ed. support. Reading Dyslexia and Math Support Programs provide both pull-out as well as push-in models for instruction. Fountas and Pinnell LLI Kits are the primary resource for reading support and are included as part of the Spec. Ed. Resource Program for reading intervention. We believe that children grow the most in a year when instruction is in their zone of proximal development. Just right books are uncovered when a child's independent, instructional and frustrational reading levels are known through Fountas & Pinnell Benchmarks and a child is taught within that instructional level and asked to read at the independent level daily. Student choice, interests, and levels contribute to book selections and book clubs. Children work within a workshop model with teachers. (see curriculum and instruction) A literacy library has been built and continuously expanded in order to support small group instruction at specific reading levels. We also concentrate efforts and monies to expand classroom libraries to meet the independent reading needs of students. Mentor text collections support teachers as they utilize Notice and Note by Beers and Probst, the Lucy Calkins Reading Units of Study, Stephanie Harvey's Comprehension Toolkit, Jennifer Serravallo's work, and that of Fountas and Pinnell underlay our instruction in Readers' Workshop.

In math, the workshop model is also used with emphasis on the CRA model of instruction. New concepts are introduced in a concrete manner before introducing and expecting children to work with the representational or abstract algorithm. Hands-on learning is a prioritized during large group and small group instruction. Singapore Math strategies are used in K-5. Kids model with manipulatives before drawing pictures to represent, and then finally use algorithms to solve problems. Problem solving models help children work through 1, 2 and 3 or more step problems. Multiple examples are shared when problem solving to show different ways of thinking. Children eventually are encouraged to choose methods that are meaningful to them as learners once competence at using several methods has been demonstrated.

We believe what kids can read, they can write, and what they can write, they can read. Writing begins with drawing pictures and recording sounds you hear. Details are added to pictures and then to sentences and paragraphs. Word Study helps our readers to grow by looking at and building word families and sight words knowledge as well as root word, suffixes and prefixes. Writers' Workshop is the structure that builds our writers through the use of mini-lessons, independent practice on their writing, conferring with and leaving a teacher's conference or strategy lesson with identified strengths and next steps. The phonics instruction of Patricia Cunningham and Fountas and Pinnell, Jeff Anderson's grammar and conventions, Lucy Calkins Writing Units of Study, and Jennifer Seravallo's Writing Strategies underlay our instruction in Writers' Workshop lessons and work at the small group table work. This year we are returning to some of the strategies that were successful for our primary population in the past. They are research-based practices and included in a weekly schedule are the use of work ladders, word wall activities, alphabet arches, use of predictable text, word family studies and phonemic awareness activities.

Science instruction focuses on the implementation of the 5E model and providing science with ample opportunities for hands-on experiences. We even extend our hands on experience to a wonderful outdoor garden/habitat. Inquiry is important. Investigations help students to understand concepts and draw conclusions. ISNs help them to record their discoveries which allows them to reflect, analyze, and synthesize their findings and new learning. The ISNs also serve as a resource for children and a communication between home and school. Science teachers in fourth and fifth grade have committed to trying and expanding the use of _____ strategies for completing science inquiry.

Social Studies is supported with GLAD strategies, Social Studies Alive activities and the use of historical fiction to build understanding of our community, state, and nation's history, geography, citizenship, and patriotism.

Underlying all that we do with curriculum and instruction is the use of Positive Behavioral Systems to ensure students are given instruction on routines and expectations, opportunities to practice these routine experiences, see modeling of and are reinforced in a positive light for efforts, attempts and compliance. Children are examined for progress toward reaching these expectations, given additional practice and opportunity to achieve their goals (performance); the maintenance of a school environment that is safe, respectful and responsible. We do this through a variety of efforts including implementation of the district's character traits, anti-bullying lessons and activities, grade level principal meetings to instruct students on expectations, use of positive individual, class, grade level and building-wide recognitions that focus on efforts and assistance to others, persistence, optimism, resilience, flexibility and empathy. We continue to look to Ron Clark for ideas to strengthen our community and to provide students with the support they need to contribute positively to the school culture to grow as community members and to learn behaviors that are essential for success. We sent two faculty members to the Ron Clark Academy through a generous donation. They have shared and led the charge to bring houses to Griffin Elementary. Faculty were divided according to the characteristics identified through Strengthfinders. Students will be divided in a random selection process. At the beginning of the year Houses (teams), will work to secure points for their house through hard work, great behavior and positive contributions to the community. Meetings and rallies will be held quarterly. Awards will also be given based on points earned. This past year we sent a team of four to Ron Clark Academy to see the program in action and to bring back additional resources and ideas to grow our house system and to provide additional opportunities to give over school responsibilities to our student body. While there we learned new chants and cheers, bought flags and banners and saw ways to further transform our school culture to be more student-driven and interactive. From that we had contests for ROAR leaders, contests to develop video to announce and teach the monthly character traits and to incorporate additional pep rally contests

into the mix of what we do.

At MGE we are fortunate to have families rich in culture, work experience and financial resources. As a part of our mission and vision we use them to improve our school and expect to serve the community beyond the schoolhouse doors.

A commitment to the structure of the Readers', Writers', and Math Workshop models in all of our classrooms at Griffin has led to the improved differentiated instruction which better meets the individual needs of our students. A focus on meeting those needs through small group instruction has been the topic of professional development throughout the year. Quality planning is the key to providing best first teach instruction to our students at Griffin. Instructional Coaches collaborate with grade level teams in order to analyze the TEKS within the District Unit Plans to effectively plan for weekly instruction. Attention is paid to make sure that the lessons planned move students through concrete, representational and then abstract forms in Mathematics. Interactive read-alouds with accountable talk support a deeper comprehension of texts in Reading. Common assessments are created prior to the start of a new unit in order to further focus and guide instruction. The analysis of assessment data by Instructional Coaches and teachers is used in order to make reteaching decisions, purchase materials, or restructure our planning for learning both within current units of study as well as for future lessons. The Lead 4ward learning progression will be utilized more to assist with identification of areas to concentrate on during planning for small group instruction.

Additionally, vertical teams (ELA and Math) will meet four times a year to assist with vertical alignment for continuity of programs of instruction. Grade level teams, in addition to data sources, will examine Lead 4wards learning progressions to identify pre-requisite skills and learning gaps within the curriculum. Success of students as a result of this work will continue with focus on broadening the consistency of implementation.

Family and community involvement are valued at MGE. We connect, inform, invite and collaborate in a variety of fashions. Weekly newsletters, called Paw Prints are created to inform parents about programs and events. An electric marquee updates our community by flashing upcoming reminders, events, and invites.

We begin the year with a Meet Your Teacher evening sponsored by classroom teachers and the PTA. A PTA fair and sign-up as well as classroom information is shared. Pre-K has an orientation for parents on this night. Grade level orientations are held during the next two weeks for parents to learn about grade level routines, expectations, programs, homework and parent communication. Each year we extend opportunities for learning to our parents through Lunch and Learns. They are structured to introduce new concepts, ideas, research that pertains to initiatives or research that guides our practice. We have extended the Lunch and Learns to evenings to include working parents.

A new format for Pre-K orientation has been generated. Parents will attend a during the school day training to include a glimpse into the day of a Pre-K child, work in stations and a Homework mat as an extension of the units to build concepts in vocabulary at home. This past year we offered Lunch and Learns to parents to assist with the use of technology generated programs at home, an update on STAAR protocols and ways to support reinforcing STAAR formats while at home. We also completed a parent, counselor and principal book study on the Whole-Brain Child.

Grade level Canvas Pages contain information about curriculum and grade level happenings. Teachers have begun to include videos to explain strategies for learning, glimpses into the classroom, or student projects. CAP classrooms have begun to share regularly with parents

on SeeSaw to demonstrate student competencies, model for parents or showcase new learning.

Our involvement also exists through grade level events and service projects. During these events we invite the community in to see what we have learned, to showcase our work, or to partner with us to serve others. Parent involvement opportunities include: Campus Advisory Team, PTA, Destination Imagination, Watch D.O.G.S, Tears and Cheers on the first day of school, Library volunteers, Science and Math Lab volunteers, Pre-K volunteers, Kindergarten Rodeo, Kindergarten 100th Day, Kindergarten Art in the Park, Kindergarten Fall Festival, Mystery Class Readers, Reading Group Leaders, Art Class Helpers, Music Programs and Plays volunteers, 5th Grade Choir Moms and Dads, Biztown volunteers, Junior Achievement, Lunchroom volunteers, Teacher Workbaskets, Popcorn Helpers, Workroom volunteers, Literacy Library volunteers, Registration for Pre-K & Kindergarten, Read/Deed/ Run, Great Bear Crawl fundraiser, Grizzfest (Griffin Carnival), Mother/Son and Father/Daughter events, Fishing Club, Project Linus, 5th Grade Party, Field Trips, Math Club, Science Club, Fall and Spring Parties, Book Fairs, Curriculum Nights, Meet Your Teacher, Volunteer Orientation, School Supply Drive, End of Year Celebrations, 5th Grade Graduation, International Festival, Caps for Cubs, Paws for Heroes, Faculty/Student Basketball Game, Spelling Bee, Yearbook, Yearbook Signing Night, School Beautification, Homeroom coordinators and volunteers, KEYS mentors, 1st Grade Frontier Night, and 2nd Grade Expert Night. We also rotate an International Events with a Talent Show every other year. This past year we also began an NEW annual program called ASIP's Got Talent. It was a performance to showcase the talents of the children who are served in our ASIP class.

The children were examined for their particular strengths, an act was created and practiced and performed before a live audience of peers, parents, teachers and grandparents. It was a HUGE success as it offered the spotlight to over twenty children who sang, danced, performed magic, told jokes, or played an instrument. It was a sensational night that showcased our children in brand new ways.

We also paired a PTA event and a House event for a new look on the annual fundraiser and Grif "FUN" Run. The event raised over \$30,000 to fund teacher grants for innovative teaching materials for our staff, provided a spirit-filled event and brought parent onto the campus while showcasing the fitness levels of our children through our running club.

Our strong PTA supports many endeavors for our campus. This upcoming school year there are plans to sponsor a Monster Truck Rally night for families. It will be one of two family nights sponsored by our PTA this coming year. This one will offer an opportunity to invite some of our sister school students to the event which we are getting clearance to hold in the parking lot at Legacy stadium in October. We will also invite the Auto technology class from Miller Career Center to help organize and chaperone the event bringing them up close and personal to the monster trucks as well. We look forward to a collaborative district event.

Kindergarten - Fall Festival, Rodeo, Art in the Park, 100th Day Parade, Glow and Read, Mystery Class Readers

1st Grade - Frontier Day

2nd Grade - Expert Night, Fishing Event

Pre-K, K, 1st & 2nd collectively sponsor "Love on a Leash", a dog walk to support Pets for Vets

3rd Grade - Veterans Day Celebration, Project Linus (blankets for kids experiencing trauma), Fishing Club

4th Grade - Musical, Writing Camp, Math Club, Read Deed Run, Fishing Club, Science Club, Math Club

5th Grade - Super Bowl, Fifth Grade Choir, Biz Town, Math Club, Science Club, Fishing Field Trip, Read, Deed, Run

4th and 5th collectively sponsor Caps for Cubs (knitted caps for preemies)

3rd, 4th, and 5th grade - House Council

We also have schoolwide events and fundraisers. GrizzFest is our fall fundraiser and carnival. It has become a true "homecoming" event for our campus with families and junior high school students returning to join in the festivities. A fun run called the Grif"fun" Run is held in the month of February to raise funds for a special cause and run for fun. Again family and friends of Griffin return year after year to participate in this event.

Yearly our Griffin family supports Jump Rope for Heart, the Women's Shelter, Teddy Cops, Katy Christian Ministries, our sister school; MRE, and other worthy causes identified by parents and/or faculty.

We have created curriculum nights in a variety of formats ranging from individual nights per curriculum area to a bang up event incorporating all subject areas, villains, a "theft" and a mystery or logic puzzle to unfold.

Last year our PTA sponsored an amazing cultural evening with many countries from around the world sponsoring booths with pictures, costumes, music, food and dance. An outgrowth of this even is the formation of a Program called Mind the Gap, renamed Griffin Greeters, which aims to support newcomers from a country with a returning family from the same country who speaks their language and serves as a mentor for the first year while attending MGE.

Several of our activities call on volunteers to assist or share their gifts or expertise. We have numerous committees (about 30) in PTA, a Watch Dog program (D.O.G.S.), library volunteers, classroom readers and tutors.

We recognize these volunteers in a multitude of ways from pictures in the yearbook, to a bulletin board of watch dogs, to monthly breakfasts, morning announcement appearances, to the announcement and creation of a hallway mural for Volunteers of the Year and recognition during the annual VIPS breakfast.

Griffin partners with Morton Ranch Elementary as its Sister School. Sister School involvement includes opportunities to share support for staff through shared trainings, notes of encouragement and sympathy in times of tragedy. Ways that we support the campus have been through early sponsoring of a Surprise Santa for up to 20 families, bringing baked goods to their Monster Mash, and donating educational supplies to classrooms. A Trunk or Treat is also on the books for the upcoming fall. Also sponsored by our PTA.

As a campus we wanted to lift the spirits of our members with some new and fun activities for staff and staff children. We sponsored a Scavenger Hunt for staff children which was a blast. This event led to a faculty scavenger hunt for lunches and lunch coverage. Later in the spring, we also, collectively, held a staff kid's egg hunt which again was tons of fun and a real morale booster. It will become an annual event.

We will revisit service projects this year to align them with the passion of those who are still currently teaching at MGE. There will be a day set aside to brainstorm and talk about what projects to keep and what ones to abandon and revamp for the upcoming years.

Perceptions Strengths

At Griffin Elementary we are on a shared journey to become lifelong learners. Our instruction must first be child- centered. Helping each child be successful is accomplished by planning instruction that is differentiated. A spirit of collaboration allows the staff to support each other in their efforts to facilitate the Reading Workshop, Writing Workshop, Math Workshop, and the 5E Science Models. These strategies allow each child to be challenged daily.

Building community happens on a daily basis at Griffin Elementary. Our students connect to our community by participating in at least one service project each year. Grizzlies reach out to those in need through Jump Rope for Heart, Love on a Leash (Supporting Pets for Vets), Project Linus, Caps for Cubs (knitted caps for premature babies), and Katy Ministries Food Drive just to name a few.

The Paw Prints weekly newsletter, grade level and teacher CANVAS pages, the Griffin website, and the PTA website inform parents about opportunities to be involved at school. Parents volunteer to take home workbaskets, work in the library, pop popcorn, help in the cafeteria, make copies and laminate in the workroom, read to their child's class, serve as a Watch DOG, and tutor individual students on a weekly basis. The PTA also has a monthly "Workbasket Palooza". All parents are encouraged to come to school and help prepare classroom materials. This event provides a low pressure opportunity to volunteer even if there is a language barrier. Many parents began volunteering at this event and have now moved on to other volunteer opportunities and feel a part of the Griffin community. In addition each grade level provides events to involve parents such as Rodeo Day, Frontier Night, Veteran's Day Presentation, Living Museum, Fishing Expedition, and Choir Programs, to name a few.

Family events at night and on weekends are very well attended at MGE. The "Who Stole the 10?" mystery curriculum night was a huge success, providing engaging activities in each area of the curriculum. PTA continued the community building by sponsoring their annual carnival and adding a multicultural night that was fantastic. Our annual Grif "fun" Run brought families together once again and gave back to the community with donations to shelter for single parents.

Due to the limits placed on communities for social distancing as a way of fighting the spread of the virus, our community has had to cancel many programs and events scheduled last year. Our Meet Your Teacher event will be in person this year, Cheers and Tears will return to the cafeteria at this time so that new to Griffin parents can meet administrations an PTA Board members and become acclimated to our culture.

We will continue to look at the way we can revised what we do to safely include parents and volunteers while also responding to recommendations and madates by the CDC and state governments. Other ways to involve parent volunteers will need to be developed that provides a safe way to use volunteers to assist with teaching and learning materials, raise morale and promote community while keeping staff and students safe. We will be able to hopefully go back to the normal routines as Safe Return to School protocols are enacted.

The house system implemented during the 19-20 school year was a phenomenal success based on increases in student spirit, numbers of points earned, informal feedback from teachers and parents and students. They LOVE the house system and claim it provides additional ways for students to feel as though they belong, have a family within the school and a group to which they immediately feel welcome and can say they belong. This was most important to children who have come to Griffin from over forty different countries around the world. During COVID times this system continued to bring our campus together in friendly competition, a sense of belonging and built comradary and support to faculty and students. We competed in curricular events, fundraising and athletic activities. Isibindi took an early lead and NEVER gave up their first place spot. They toyed with the other houses all year by allowing them to get within a hundred points or so and then jumping out ahead again and again. We honor them this year with the green backgrounds on our spirit wear and publications, but challenged them all summer with math and reading contests. This past year saw some stiff competition with the houses, New chants and cheers and a BIG change came through the competition during the Grif"fun" Run with individual race points, house spirit points and fundraising points stacking up against the competition. Revere came out on top for the year and will be honored for their determination and persistence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Children move to the US from all over the world to our area. Currently we have children from over 40 countries and almost as many US states. There is a great need to meet and belong. We have incorporated the House system at Griffin to provide a safe haven for all students and to create a sense of comradery and belonging in a new environment. **Root Cause:** A global community, a successful school and networking among and between our community.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data





Goals

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

Performance Objective 1: HB3: The percent of Griffin Elementary 3rd Grade students who achieve Meets or above in Reading will increase to 91% by July 2024.

HB3 Goal

Evaluation Data Sources: Amira, Campus-based Assessments, District Learning Assessments, running records, and STAAR data.





Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will provide first teach to all students in the classroom, utilize the Workshop Model in reading, math and writing, weekly conferring and small group instruction, create and monitor personal goal setting with children, and check progress frequently with common assessments and benchmarks to attain our goals.</p> <p>Strategy's Expected Result/Impact: In the past year this work has yielded great growth in overall percent scoring Meets or above on the STAAR as well as many growth points for children in excess of one year.</p> <p>Staff Responsible for Monitoring: Teachers, coaches, instructional coordinator and principals.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: HB3: The percent of Griffin Elementary 3rd Grade students who achieve Meets or above in Math will increase to 80% by July 2024.

HB3 Goal





Evaluation Data Sources: Amira, Campus-based Assessments, District Learning Assessments, running records and STAAR data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will provide first teach to all students in the classroom, utilize the Workshop Model in reading, math and writing, weekly conferring and small group instruction, create and monitor personal goal setting with children, and check progress frequently with common assessments and benchmarks to attain our goals.</p> <p>Strategy's Expected Result/Impact: In the past, this strategy yielded great growth in those achieving Meets or above on the STAAR as well as many growth points for children in excess of one year.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, instructional coordinators, and principals.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The math teacher will utilize the Progression carts to support hands-on, concrete representations of math concepts at the small group table for improved student performance.</p> <p>Strategy's Expected Result/Impact: This work will continue to help form conceptual knowledge of concepts in math that is the foundation for higher level mathematics. It will meet the needs of children by accelerating learning and filling in gaps of children who come to us from around the world</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, instructional coordinators, and principals</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: The PE department will continue to sponsor a walking/jogging club at MGE. The children will be given particular days for the club, set goals and work to have one third of the students achieve a marathon by the end of the year. A large bulletin board will track individual progress and conferences with the coaches will encourage and ensure all reach their goals. Marathoners will be presented on morning announcements and earn a golden shoe tag. House points will be distributed for each marathoner to their respective house.





Evaluation Data Sources: Number of students who reach marathon status and double marathon status.

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: To examine data and plan for long-range, weekly and small group instruction using the data from Benchmarks, CBAs, DLAs and STAAR. We will increase student learning according to Amira, Dreambox , DLAs and AMM averages on all STAAR Scores in reading, math, and writing through the use of the Workshop model, data binders and fidelity of conferring and goal setting with children with the following targets: Third Grade Reading - increase by 3% Third Grade Math- increase by 4% Fourth Grade Reading- Increase by 2% Fourth Grade Math -increase by 2%, Fifth Grade Reading- increase by 2%, and Fifth Grade Math-increase by 2%

High Priority

Evaluation Data Sources: Complete analysis of testing at the beginning of the year, following any CBA or DLA, Benchmark or running records and respond to the data in planning for and delivering instruction.





Strategy 1 Details	Reviews			
<p>Strategy 1: Complete analysis of testing at the beginning of the year, following any CBA or DLA, Benchmark or running records and respond to the data in planning for and delivering instruction.</p> <p>Strategy's Expected Result/Impact: Increase the effectiveness of lesson planning and delivery, create appropriate small group lessons, make enrollment in support programs based on data.</p> <p>Staff Responsible for Monitoring: Coaches, staff, principals</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 2: The Workshop model will be used for all reading, math and writing instruction K-5 at MGE to grow all children. The teams will follow a schedule to allow for Academic Support Teachers, ELL teachers and SPED Inclusion/Resource to pull out or push in during independent worktime and provide targeted Tier 1 instruction during small group instruction by the general education teacher.

High Priority

Evaluation Data Sources: Following schedules as evidenced by walkthrough observations, formal observations scheduled during small group instruction, utilization of posted small group schedules and data collected in data binders.





Strategy 1 Details	Reviews			
<p>Strategy 1: Create an overall school schedule that allows for all students to attend first teach with the classroom teacher and push in or pull out support delivered during independent practice while small group instruction continues with the classroom teacher.</p> <p>Strategy's Expected Result/Impact: One or more year's growth of all children Staff Responsible for Monitoring: Principals, coaches and teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use of the Workshop Model for all instruction in reading, math and writing K-5 with first teach in</p> <p>Strategy's Expected Result/Impact: Growth of students as indicated in the goal. Staff Responsible for Monitoring: Teachers, coaches and principals</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 3: To increase our AMM on the STARR 5th Grade Science by 2% with goals for Approaches at 96%, Meets at 85% and Masters at 60%.

High Priority

Evaluation Data Sources: Attend new district training to support Science TEKS, implement new labs and continue to deconstruct TEKS, and data from CBAs and DLAs.





Strategy 1 Details	Reviews			
<p>Strategy 1: Fifth grade teachers attend district training in the summer and implement the practices in the fall and spring of 21-22.</p> <p>Strategy's Expected Result/Impact: Increased understanding of the scientific process and improvement in science scores.</p> <p>Staff Responsible for Monitoring: Staff and coaches.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Examination of data at the beginning of the school year from STAAR, Amira, Dreambox, Permanent Records, inventories and interest surveys/conferences and DLAs to create a personal information sheet for each child and a classroom overview to use to plan for, create or guide small group instruction, and create individual student goals. Recreate individual student information sheets for each child and a summary classroom data sheet to include color coding for programs, areas of strength and weakness, interests and learning styles. Create a data binder for use at the small group table to collect data, make educational decisions and to confer with support and parents.

High Priority

Evaluation Data Sources: Creation of data binder, periodic binder checks during observations and use of data during planning for learning.





Strategy 1 Details	Reviews			
<p>Strategy 1: Creation of data binder, periodic binder checks during observations and use of data during planning for learning.</p> <p>Strategy's Expected Result/Impact: At least one year's growth in reading and math for al children.</p> <p>Staff Responsible for Monitoring: Principals, Coaches, Instructional Coordinator and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 2: Classroom teachers and support staff will work with children to create personal goals for learning. They will be monitored and evaluated quarterly.

High Priority

Evaluation Data Sources: Records of goals and progress recorded in data binders.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers commit to setting and tracking personal goals with children. Strategy's Expected Result/Impact: Student buy-in, motivation and focus on growth. Staff Responsible for Monitoring: Teachers, coaches and principals.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 3: At the BOY and two weeks prior to the end of a quarter, we will set aside time to examine the end of unit assessments in ELAR, math and science as a team with the coaches and support personnel. We will work through a backwards design to create a plan for learning that incorporates lessons to assist with students mastering the end of unit assessments with high degrees of accuracy.





Evaluation Data Sources: Successful performance on end of unit assessments in ELAR, math and science.

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Prepare a budget to spend ESSER funds in ways that support the accelerated growth of students and assist with the strategic recovery from learning loss. ESSER Funding will be used to assist with hiring staff, hosting PD, providing tutorials or support personnel, acquiring technology and materials that support accelerated learning for those that meet the HB4545 requirements .

High Priority

Evaluation Data Sources: Implement a learning support teacher for the primary grades. Purchase materials, programs and professional development as outlined in the budget for word study, mathematics, social and emotional growth, technology, and teacher professional development that supports student and teacher efficacy and agency.





Strategy 1 Details	Reviews			
<p>Strategy 1: Secure a learning support teacher for the primary grades of K, 1 and 2 to accelerate learning in reading and math for students who score At-risk on the TX. KEA and ISIP beginning of year inventories OR who are identified by teachers as needing additional support.</p> <p>Strategy's Expected Result/Impact: Increase of foundational skills in reading and mathematics.</p> <p>Staff Responsible for Monitoring: Primary teachers, instructional coordinator and support teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase materials, programs and professional development as outlined in the budget for word study, mathematics, social and emotional growth, technology, and teacher professional development that supports student and teacher efficacy and agency.</p> <p>Strategy's Expected Result/Impact: Reaching goals in math and reading on the STAAR and increased student performance of at least one year's growth.</p> <p>Staff Responsible for Monitoring: Primary teachers, support teachers, instructional coordinator.</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 2: Post job openings using KISD portals, create a committee to review applicants and interview, revise questions for each job description, and host interviews. Hire based on rubrics or applicants that hold alignment of our mission and vision. Create introductions to staff and host get to know you activities, celebrations of performance and personal feedback notes for teachers.

High Priority

Evaluation Data Sources: Hire and retain faculty to fill open positions. Provide opportunities for faculty to gain efficacy and agency within our staff. List of activities and feedback from faculty members.





Strategy 1 Details	Reviews			
Strategy 1: Create a series of activities for staff to help to create relationships and foster a family atmosphere Staff Responsible for Monitoring: counselor and principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 3: Hire and retain personnel for funding a position to provide support for K-2 learners and 4th and 5th grade SPED students who failed the STAAR in both third and fourth grades through ESSER Funds. We will also hire and retain a long term substitute for the campus to fill empty position due to absences. When all are faculty are present and accounted for this person will be used to staff high needs classrooms with behavioral and academic support or cover classrooms while teachers complete individual assessments for and of learning.

High Priority

Evaluation Data Sources: STAAR, Amira, Rigby, CLAs and DLAs





Strategy 1 Details	Reviews			
Strategy 1: Continue to post positions, look at applicants through a minimum standards rubric, interview and place according to strengths. Hire a permanent substitute to cover classes and to assist in areas of the building with high needs children.	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 4: To implement the NEW district mentor program for first and second year teachers and to add support for NEW to MGE teachers in order to grow and retain teachers.

High Priority

Evaluation Data Sources: Agendas from meeting, reflection sheets, BOY inservice.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district's new mentor program under the direction of Susie Limas while providing modeling by coaches and observations of master teachers to grow them in the Griffin way.</p> <p>Strategy's Expected Result/Impact: Improved teacher performance and student success</p> <p>Staff Responsible for Monitoring: Limas, Adams, Mayzer, Lopes, Terwege and Keithan</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 5: MGE will attend two National Conventions this school year with faculty representatives.; NCTM in Washington DC in the fall semester and ASCD in the spring semester in Washington, DC. and return to implement new activities into the campus life.

High Priority

Evaluation Data Sources: Attendance of three to four administrators and/or teachers at each of the conferences.

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 6: To secure enough Chromebooks for Grades 3-5 to ensure one student to one designated device.

High Priority





Evaluation Data Sources: Purchase of devices to meet the one-to-one student to Chromebook need.

Goal 5: Katy ISD will actively support the emotional well-being of all learners. Griffin will utilize the House System, the tenants of Character Strong, trauma informed practices and the information from Rebound to build strong relationships between staff and students and to build student agency.

Performance Objective 1: Assign all new staff and students to one of the Houses; Amistad, Altruismo, Isibindi, or Reveur and create opportunities for earning points, house competitions, and celebrating staff and students for their attitudes, efforts and success.

High Priority

Evaluation Data Sources: All new staff and students in Houses, use of the app for awarding points, flying the flag weekly of the House in the lead, providing contests and celebrations, house parties and pep rallies for, between and among the four houses.

Strategy 1 Details	Reviews			
<p>Strategy 1: Place all new to Griffin staff and students in one of four houses, provide information about the Houses to new students and families and update the app to include all children and their photos</p> <p>Strategy's Expected Result/Impact: The House System provides another place for children to connect and find fellowship, motivation, friendly competition and a sense of belonging.</p> <p>Staff Responsible for Monitoring: Counselor, Instructional Coordinator, Coaches and House Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide the students with several academic and social challenges to earn points for and positions in their house and to determine the House with the strongest members.</p> <p>Strategy's Expected Result/Impact: Create a positive school culture and climate, sense of belonging and motivation for learning.</p> <p>Staff Responsible for Monitoring: Counselor, Instructional Coordinator, Coaches and House Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Katy ISD will actively support the emotional well-being of all learners. Griffin will utilize the House System, the tenants of Character Strong, trauma informed practices and the information from Rebound to build strong relationships between staff and students and to build student agency.

Performance Objective 2: MGE will establish a student yearbook club and newspaper club within the House System to teach and to design student-created sections of the yearbook and a digital school newsletter for purposeful writing.

Evaluation Data Sources: Creation of a Grizzly Yearbook Club and Griffin Newspaper

2023-2024 Campus Advisory Council

Committee Role	Name	Position
Administrator	Jacqueline Keithan	Principal
Classroom Teacher	Tina Tise	5th Gr. Teacher
Non-classroom Professional	Jennifer Stewart	Dyslexia Teacher
Classroom Teacher	Patricia Nelms	Kindergarten Teacher
Parent	Joelle Hardin	Parent
Parent	Coleen Gokool	Parent
Parent	Damon Galose	Parent
Parent	Naheed Soomar	Parent
Parent	Renato Silveira Cordeiro	Parent
Non-classroom Professional	Mitzi Cross	Librarian
District-level Professional	Lindi Kudlacek	District professional

Addendums

The percent of **Griffin** Elementary 3rd grade students who achieve Meets and above in Reading will increase **84%** to **91%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			85%	87%	89%	91%
Actual	65%	84%	75%	80%	69%	
Met Goal			N	N	N	

		# 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	# LEP	% LEP	
Griffin	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	3	100%	27	85%	61	82%	0		30	83%	0		12	92%	9	100%	8	100%	40	88%
		2021 Actual	8	75%	21	67%	57	79%	0		32	72%	1	100%	7	86%	26	54%	12	75%	34	71%
		2022 Actual	8	63%	21	86%	50	80%	0		28	89%	0		8	50%	18	28%	12	75%	24	92%
		2023 Target		100%		90%		90%				95%				92%		100%		100%		93%
		2023 Actual	6	50%	29	55%	54	72%	0		36	78%	0		7	71%	29	41%	23	57%	32	63%
		Met Target		N		N		N				N				N		N		N		N
2024 Target		100%		90%		90%				88%				92%		51%		100%		93%		

The percent of **Griffin** Elementary 3rd grade students who achieve Meets and above in Math will increase for **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			74%	76%	78%	80%
Actual	72%	73%	57%	75%	73%	
Met Goal			N	N	N	

		# 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	# LEP	% LEP	
Griffin	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	3	100%	27	56%	61	72%	0		30	93%	0		12	58%	9	56%	8	75%	40	78%
		2021 Actual	8	50%	21	52%	57	61%	0		32	59%	1	0%	7	43%	26	42%	12	58%	34	62%
		2022 Actual	8	75%	21	67%	50	76%	0		28	86%	0		8	50%	18	22%	12	50%	24	83%
		2023 Target		100%		71%		86%				95%				58%		56%		75%		83%
		2023 Actual	6	33%	29	52%	54	80%	0		35	91%	0		7	43%	29	45%	22	59%	31	68%
		Met Target		N		N		N				N				N		N		N		N
2024 Target		100%		71%		86%				95%				58%		55%		75%		83%		