

Katy Independent School District
Golbow Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Golbow Elementary, together with family and community, provides authentic learning experiences in a student-centered environment that inspires lifelong learners to be honorable citizens who positively impact the world.

Vision

Create a legacy... every student, every day!

Comprehensive Needs Assessment

Revised/Approved: April 18, 2018

Demographics

Demographics Summary

Golbow Elementary is a thirty year old, Pre-Kindergarten - 5th grade, Title I campus in Katy ISD. The campus currently houses four special education programs including two Preschool Programs for Children with Disabilities (PPCD) classes and two Life Skills classes.

Although this improvement plan focuses on the 2018-2019 school year, the demographic information comes from data available in the 2016-17 Texas Academic Performance Report. Student enrollment at Golbow Elementary remained constant during 2017-2018, a pattern for the last four years. September enrollment data shows that the Hispanic student group is the largest part of our population at 38.90%. African American makes up 26.6% and White makes up 25.8%. Asian students make up 6.8% of the population. American Indian students make up 0.1% of the population. The student population represented by two or more races is 1.8%.

Golbow Elementary doesn't have any identified students who are migrant. Attendance rates have remained consistent over the past 7 years between 96-97%. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominantly a neighborhood school. There are 4 bus routes serving the school. Golbow Elementary student groups include 2.8% Gifted and Talented, 21.7% English as a Second Language, 15.7% Special Education, and 21.74% Limited English Proficient. Additionally, 56% are economically disadvantaged and 54.8% are identified as at-risk.

Golbow Elementary employs 75 highly qualified teachers and paraprofessionals. We place a high priority in hiring great teachers and actively pursue candidates through the Katy ISD Job Fair, through personal connections, and through recruiting trips to local universities. We support every new teacher to GE with a mentor, whether or not they are new to teaching. New hires attend one day of district level training in August, and we provide campus-based new teacher training with Instructional Coaches and Lead Mentor Teacher, as well. All teachers who are new to GE participate in a monthly New Teacher Academy. These mentoring sessions are led by our Lead Mentor Teacher and cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, like entering grades. With one-on-one mentors assigned to every new staff member, we provide ongoing, specifically targeted, job-embedded professional learning.

As of May 2018, 44 of 50 classroom teachers have their ESL certification, with five planning to test this year. We strive for a 100% rate of ESL certification among staff, as our student population is becoming increasingly LEP. Golbow Elementary hired approximately 4 new classroom teachers and 2.5 new support staff members for the 2018-2019 academic year. We also added two new special education teachers for Life Skills and PPCD and four new special education paraprofessionals. A new elementary school opened in Katy, so we lost one teacher and one paraprofessional. Golbow Elementary is known for

growing teachers for promotional positions, (instructional coaches, instructional coordinators, Assistant Principals, etc.) It was important for the Golbow Elementary Administrative team to evaluate current practices, especially in the hiring of new staff.

As the year progressed, GE Administration looked at the following factors to increase retention:

Uneven workload

Employee morale

Quality of work/productivity

Relationships between supervisors and staff

Opportunities for growth

Challenging and meaningful work practices

As the administration built closer relationships and streamlined expectations for staff occurred, current staff were also engaged in meaningful conversations about the following:

What do they like and dislike about their roles?

What were their strengths? All staff members took a Strength Finders assessment to determine their top five strengths.

What ignites their passions?

What forms of recognition do they most appreciate?

What talents or skills do they wish they could utilize more?

As a result of those conversations and implementation of more leadership opportunities, recognition, and use of skills, GE is slated to hire three new classroom teachers and 2.5 new support staff members for the 2018-2019 academic year. A plan for monitoring our retention strategy during the upcoming year will help administration identify trends and root causes, as well as, take necessary action.

Golbow Elementary employs approximately 84 staff members which includes administration, teachers, instructional support, and paraprofessionals. As of May 25,

2018, GE had a total number of 644 absences for staff. This averages to approximately 3.6 absences on campus each day for the 2017-2018 academic year. Absence reasons included: Personal Illness, Family Illness, and Personal Business. Absenteeism improved for the 2017-18 school year. There are serious

human capital risks when teachers and paraprofessionals do not show up for work when scheduled. The reason is very simple. Staff (teachers and paraprofessionals) can only contribute meaningfully to the achievement of the school's goals and objectives when they are available to work.

Absenteeism negates the goal of improvement. Excessive teacher absenteeism negatively impacts student academic achievement. Student learning is disrupted when a teacher is consistently absent from the classroom.

Demographics Strengths

Golbow Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families move into our area just for the schools. Because our families value education, we have increasing numbers of parents (moms, dad, aunts, uncles, grandparents) who are committed to student success.
2. With the increasing diversity among our student population, GE becomes more and more reflective of society as a whole. With a diverse student population, our students develop life-long skills and an ability to collaborate with peers of all backgrounds. We find that Golbow Elementary students are very accepting of new students regardless of race or ethnicity.
3. Our attendance rate is consistently higher than 96%. Families at Golbow value student success and understand that attendance is crucial to student achievement.
4. Students who are withdrawn from GE are typically moving within the district. A trend that we noted last year was that some families left GE to attend a private school and a charter school that opened within one mile of our campus. Interestingly, MANY of these students returned to GE for the second semester.

Some of the Golbow Elementary notable strengths for staff quality include:

New Teacher Academy (described above)

Mentors for every person new to campus

Support of the Instructional Support team for the first two weeks in the classrooms of every person new to GE

At least two Learning Walks provided for every teacher, to visit and learn from professional colleagues

Professional development provided at PLCs and supported financially through local, state, and national conferences

Grade level planning time strengthens instruction through weekly planning with our instructional coaches and support staff

Instructional support staff members work with teachers new to the profession, through observation, model lessons, and feedback sessions

Administrative walk throughs occur at least one time per semester for every teacher

Vertical academic teams strengthen alignment of curricular objectives and instructional strategies

Restructuring our PDR/PLC grade level meetings to allow teams to meet two times monthly at a time other than their planning period

Structuring time to allow teams to have half day uninterrupted planning sessions periodically throughout the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 54.8% of Golbow's student population are considered at-risk. **Root Cause:** Staff members need additional resources and professional development to differentiate learning experiences for struggling students.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2017-2018 school year, Golbow Elementary met all four targets:

- Domain 1-Student Achievement. Golbow Elementary Index points: 80 (state target score=60)
- Domain 2-Student Progress. Golbow Elementary Index points: 39 (state target score=32)
- Domain 3-Closing Performance Gaps. Golbow Elementary Index points: 46 (state target score=28)
- Domain 4- Post-Secondary Readiness. Golbow Elementary Index points: 46 (state target score=12)

These scores result in Golbow Elementary receiving a **2018 Texas Accountability Met Standard Rating**. Golbow Elementary received distinctions in science and postsecondary readiness in 2018.

Among these various groups, individual students will be targeted for intervention and acceleration through the Response to Intervention Process.

Many of the problems GE faces in relation to student achievement relate to students' lack of language development. A high percentage of our children have not yet developed their academic language, so this has been a major emphasis on our campus. TELPAS data indicates that there is additional focus needed in developing language skills in ELs. The evidence shows a _____ progress in TELPAS.

TELPAS: STUDENTS PROGRESS IN COMPOSITE SCORES BY AT LEAST ONE LEVEL

Grade	2016	2017	2018	Difference
First Grade	88%	48%		
Second Grade	48%	54%		
Third Grade	79%	50%		
Fourth Grade	48%	58%		
Fifth Grade	67%	50%		

A comparison of STAAR scores at the Approaches level for All Students level shows that the 2018 scores increased in all areas except science. The largest change is in writing, which increased 13%.

All Grade Levels		
	2017	2018
Reading	82%	83%

Math	84%	89%
Writing	60%	73%
Science	82%	80%

The 2018 STAAR scores include the performance levels of Approaches, Meets, and Masters Grade Level Performance. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered all content and have a high probability of success in the next grade level.

2018 STAAR ALL Students	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	85%	49%	23%
4th Math	82%	51%	28%
5th Math	99%	57%	31%
3rd Reading	82%	41%	25%
4th Reading	75%	55%	25%
5th Reading	91%	59%	33%
4th Writing	73%	47%	8%
5th Science	80%	49%	19%

READING

Looking deeper at the comparison between STAAR Reading 2017 and 2018 for all grade levels, the subpopulations revealed:

STAAR Reading (Approaches)	STAAR Reading (Meets)	STAAR Reading (Masters)	STAAR Reading (Made Any Progress)
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	2017	2018	2017	2018	2017	2018	2017	2018
3rd Grade	81%	82%	55%	41%	33%	25%	N/A	N/A
4th Grade	74%	75%	41%	55%	22%	25%	42%	54%
5th Grade	91%	91%	55%	59%	18%	33%	50%	53%

An analysis of scores for each student group at all grade levels in READING revealed the following:

- The Special Education scores for approaches show a 38% decline in 3rd grade and a 16% decline in 4th grade. The 5th grade scores show an increase of 29% with 85% approaches for special education students.
- Economically disadvantaged students scored around the same in 3rd, 4th, and 5th grades.
- English Learners (ELs) scored 75% in 3rd grade, 45% in 4th grade, and 60% in 5th grade. 5th grade ELs declined 28%.
- Hispanic students in 3rd declined 4% and 5th grade declined 7%.
- African American students at the approaches level for all students increased to 82% and 93% in 5th grade.
- White students in 3rd grade decreased by 14% in approaches.
- 100% of Gifted/Talented students scored approaches. 100% scored meets and 100% scored masters.

The most significant finding(s) during the analysis of all READING academic achievement data is our increase in masters for our 5th grade students and our approaches at 85% for special education students in 5th grade. We also had 70% of our students make progress in reading which is a 13% increase.

MATH

Looking deeper at the comparison between STAAR Math 2017 and 2018 are as follows:

	STAAR Math (Approaches)		STAAR Math (Meets)		STAAR Math (Masters)		STAAR Math (Made Any Progress)	
	2017	2018	2017	2018	2017	2018	2017	2018
3rd Grade	88%	85%	55%	49%	33%	23%	N/A	N/A
4th Grade	74%	82%	43%	51%	19%	28%	50%	73%
5th Grade	91%	99%	47%	57%	15%	31%	59%	46%

Student groups at each level in MATH revealed the following:

- Special Education scores for 3rd and 4th grade show students significantly declined in approaches grade level. Special Education students in 5th grade were 100% in approaches grade level which was a significant increase.
- Hispanic students scoring approaches decreased 12% in third grade. Hispanic students scoring approaches increased in 4th and 5th grade.
- African American students achieving at the approaches level decreased 12% in 3rd grade. African American students achieving approaches increased 9% in 4th grade and 15% in 5th grade.
- The percentage of white students scoring approaches increased in 3rd, 4th, and 5th grade.
- ELs in 3rd grade decreased by 19% at approaches. ELs in 4th grade increased by 66% at approaches and increased by 18% at meets and masters.
- Asian students scored 100% at approaches in 3rd, 4th and 5th grade and 100% at meets in 3rd and 4th grade.
- GT students scored 100% at approaches grade level in 3rd, 4th, and 5th grade.
- Only 44% of ELs made progress in 5th grade which is a 15% decrease from the previous year.

The most significant finding(s) during the analysis of all MATH academic achievement data is 5th grade students scoring 99% approaches and the increase in the student meets and masters percentages in 4th and 5th grade.

WRITING

Looking deeper at the comparison between STAAR writing 2017 and 2018, the subpopulations revealed the following:

	STAAR Writing (Approaches)		STAAR Writing (Meets)		STAAR Writing (Masters)	
	2017	2018	2017	2018	2017	2018
4 th Grade	60%	73%	29%	47%	9%	8%

An analysis of scores for each student group in writing revealed the following:

- White students show a decline of 7% for approaches grade level.
- GT students show 100% for approaches grade level and 67% for meets grade level.
- Special Education students show a decrease of 28% for approaches grade level.
- African American students increased by 20% for approaches grade level and 11% for meets grade level.
- Economically disadvantaged increased by 22% for approaches and 13% for meets grade level.
- No special education students scored at meets or masters grade level.
- No students scored an 8 on the composition portion of the writing and only 3 students scored a 7.

SCIENCE

Looking deeper at the comparison between STAAR science 2017 and 2018, the subpopulations revealed the following:

	STAAR Science (Approaches)		STAAR Science (Meets)		STAAR Science (Masters)	
	2017	2018	2017	2018	2017	2018

	2017	2018	2017	2018	2017	2018
5th Grade	82%	80%	48%	49%	16%	19%

An analysis of scores for each student group in science revealed the following:

- GT students scored 100% for approaches and meets grade level.
- Hispanic students declined 15% for approaches grade level.
- Special education students declined 22% for approaches grade level and 17% for meets grade level.
- ELs declined 41% for approaches grade level and 14% for meets grade level.
- African American students increased by 25% for approaches grade level and 15% for meets and masters grade level.

Among these various groups, individual students will be targeted for intervention and acceleration through the Response to Intervention Process.

Student Academic Achievement Strengths

Student Academic Achievement Strengths

READING:

The GT students in 3rd grade scored 100% for approaches, meets and masters grade level.

ELs in 4th grade increased 15% for approaches and 9% for meets.

Hispanic students in 4th grade increased 8% for approaches grade level and 8% for meets grade level.

Special education students in 5th grade increased 29% for approaches grade level.

African American students in 5th grade increased 25% for approaches grade level.

MATH:

White students in 5th grade increased 10% for approaches grade level.

Economically disadvantaged students in 4th grade increased 14% for approaches grade level and 15% for meets grade level.

African American students in 4th grade increased 9% in approaches grade level and 26% for meets grade level.

ELs in 4th grade increased 66% for approaches grade level and 18% for meets grade level.

Overall, 99% of our 5th grade students scored approaches grade level which is an 8% increase.

Overall, 57% of our 5th grade students scored meets grade level which is a 10% increase.

Overall, 31% of our fifth grade students scored masters grade level which is a 16% increase.

SCIENCE:

All students at GE participated in hands-on science lab investigations on a bi-weekly or weekly basis (depending on grade level). Students report Science as their favorite subject in all grade levels!

WRITING:

We had a school wide focus on writing this year and provided staff development for every teacher and paraprofessional.

Overall, 73% of our 4th grade students scored approaches grade level which is a 13% increase.

African American 4th grade students scored 68% approaches which is a 20% increase.

Asian 4th grade students scored 83% approaches which is a 16% increase.

Hispanic 4th grade students scored 78% approaches which is a 16% increase.

Economically disadvantaged 4th grade students scored 73% approaches which is a 22% increase.

ELs in 4th grade scored 64% approaches which is a 46% increase.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR data indicates that 4th Grade Writing performance was 73%. **Root Cause:** Students are not effectively able to elaborate in their writing due to an uneven quality of writing instruction across the campus. Teachers need resources and training in effective writing instruction and conferring/conferencing.

Problem Statement 2: STAAR data reveals that Special Education students score significantly below all other student groups in all subject areas. **Root Cause:** There is a need for more communication between SPED staff and general education teachers.

Problem Statement 3: The number of students scoring "Meets" and "Masters" performance in reading, writing, math, and science are below the district average. **Root Cause:** There is a need to increase personalized learning experiences including real world applications.

School Processes & Programs

School Processes & Programs Summary

At Golbow Elementary, we teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: District Learning Assessments, campus based assessments, Math workshop, balanced literacy components including the Lucy Calkins Units of Study for Reading/Writing. All assessments and programs used assist in teaching the depth and complexity of the TEKS. The district has created curriculum unit plans and yearly curriculum-at-a glance calendars for each grade level in each core subject area. These align to the TEKS and STAAR assessments. Pre-Kindergarten is using Circle Progress Monitoring. Kindergarten through 1st grade utilize the mCLASS screening and 2nd grade uses the HMH Math Inventory. I-station, Imagine Math, DLAs, campus benchmarks and STAAR are focus areas in grades 3 through 5. Kindergarten through 5th grade all use the Fountas and Pinnell Benchmark Assessment System to assess the student's reading level. Dyslexia and LEP instruction use the same standard of assessment as the grade levels of their students. TELPAS is a major assessment for LEP students.

In Reading and Writing, the campus will implement the Lucy Calkins Workshop model, Guided Reading, Mentoring Minds and Buckle Down to STAAR (triumph learning) program, Fountas & Pinnell reading assessments, data tracking and technology to drive student achievement. The teachers have access to classroom libraries to support the implementation of Readers Workshop. In Math, the campus will implement Fluency and Automaticity through Systematic Teaching and Technology (FASTT) Math, Guided Math, Problem Solving model, Exemplars, data tracking, Dreambox, Reflex Math, ORIGO basic facts kits 1st and 3rd, Math Running Records 2nd and 4th, Education Galaxy, Math Progressions, Interactive Word Walls, Interactive Student Notebook, and technology to drive student achievement. In Science, the campus will implement Stem scopes, EduSmart, Science Lab, 5E Model, Gizmos, Claim-Evidence-Reasoning, Picture Perfect Science, Interactive word walls, Interactive student notebooks, data tracking, and technology to drive student achievement. Opportunities will be provided for teachers to dialogue about best practices through book studies that will be led by members of the leadership team and support staff.

Parents, teachers, and students at Golbow Elementary take pride in their school and the school's reputation of success. The perception of Golbow Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. The focus of Golbow Elementary goes far beyond just STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

As part of the Katy ISD system, Golbow Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smart boards, Smart panels, Chrome Books, document cameras, and laptops/net books. Wireless access points have been installed all over the building. There is one computer lab with 30 computers. The lab is used for a variety of teaching and learning programs. Additionally, there are 8 computers in the library that teachers and students use to search for books, research projects, and other educational projects.

Students are encouraged to use a variety of programs and apps using multiple devices such as: Padlet, Educreations, Nearpod, PicCollage, Aurasma, Clips, Dreambox, and Google Drive to create and display assignments/projects. The majority of the teachers are accustomed to integrating the use of SMART board technology, including document cameras and Mirror 360 into their daily activities and lessons. All of our students have access to an iPad to use on a daily basis in each classroom. The students all have access to class sets of Chrome Books to use on a regular basis.

Using technology is a high priority at Golbow Elementary to enable students to have a voice and choice in the classroom. WAPs have been installed throughout the building, with one in each classroom. Golbow has 8 Apple Televisions available for teacher classroom use as well as Mirror 360. Each classroom has a document camera and an interactive Smart Board or Smart Panel. Golbow teachers and 3rd - 5th grade students complete the Bright Bytes survey to determine progress towards the State's long range plan for technology.

In regards to the KISD Mission Statement, technology will be used to facilitate unparalleled learning experiences in all Golbow classrooms.

School Processes & Programs Strengths

The Golbow staff has a strong congenial and collegial relationship. They are able to work together in grade level teams and vertical teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Classroom teachers have conducted learning walks throughout the Golbow campus. This has helped align our best practices, incorporate high yield strategies and focus on engaged learning.

Golbow Elementary has recognized the following strengths:

- Teacher generated road maps that target specific TEKS for instruction
- Teacher analyzed heat maps
- Teacher created common based assessments
- Weekly team planning
- Bi-weekly local professional development (content collaborative meetings)
- Teachers attending outside district professional development
- Teachers conducting learning walks to observe peers
- Used Title I, Title III and Special Projects to fund teacher tutoring
- Providing differentiated instruction
- Conducting professional development sessions
- Goal setting by teachers and students
- 9 Week planning, long-range planning, professional learning communities and professional development rotations
- Weekly content collaboratives between instructional coaches and the teachers
- A campus wide commitment to use Grammar Invitations, Jeff Anderson
- Weekly curriculum planning at each grade level was done with instructional coach presence and support
- Highly structured student arrival and dismissal procedures in place with adequate adult supervision and student safety patrol to assist.

School Crisis committee ensured all drills were done appropriately.

The school's emergency procedures are clearly written and understood by all.

Crisis team members are trained in Crisis Prevention Institute (CPI), Cardiopulmonary Resuscitation (CPR), and first aid.

We have been a Common Sense Media Digital Certified School for two school years.

Golbow Elementary is also proud of the following additional strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with more time and individualized instructional plans.
3. RTI is being utilized successfully with students being referred for the appropriate interventions.
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are performed frequently and efficiently.

Every student has an individual iPad to use in the classroom. Each teacher has access to an iPad for individual use of instructional material and school related business. Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology. All classrooms are equipped with a computer, iPads, Smart board, and document cameras in keeping with current technology. We also have Chrome Books available for students to use in all grade levels. Our campus is provided a Classroom Technology Designer as well as a Campus Technology Coordinator.

Building staff morale is recognized as a critical component in retaining high-quality staff at Golbow. Each month staff members will receive a special treat that shows how much they are appreciated. Throughout the year, we will have events such as "Twelve Days of Teaching" in which staff members receive appreciation gifts. Golbow teachers also have a monthly "Blue Jay Buck Store" to use their bucks for incentives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on classroom campus visits and the Bright Bytes data, a portion of teachers are at the emergent level of using technology to effectively support the four Cs (communication, collaboration, creativity, critical thinking). **Root Cause:** Technology is always changing requiring continuous teacher professional development.

Perceptions

Perceptions Summary

Golbow Elementary works to create an environment where families feel they are entering a positive and productive school environment. We encourage open lines of communication by providing families with the ability to communicate with faculty in a variety of ways, including phone calls, emails, Dojo, and social media. Informational documents and graded work are sent home each week in a Wednesday folder. As a Title I campus, we are obligated annually to educate our community about the importance of parent involvement in local education. We provide both English and Spanish speakers for parent and community needs. In addition, we offer several events and programs throughout the school year to encourage families to visit our school. We have also cultivated a wonderful group of parents who volunteer on a monthly basis.

Golbow Elementary is a campus where substitute teachers love to work and consistently compliment us on our student behavior. PBIS expectations in each common area and classroom promote a safe and positive learning environment and school culture. Expectations are consistently enforced. Bird Tracks, along with positive rewards and praise, are given frequently. We promote the Core Essential curriculum on the announcements, during classroom instruction, and with guidance lessons. Our school counselor works to meet the needs of our 785 students. She provides needed guidance, support, and counseling, as well as supporting families in need.

Our GLEE Committee and administrative team provide events, treats, and food throughout the year to appreciate our hard-working staff. Weekly communication goes out to the staff with events, dates, and reminders. Administrators often encourage and appreciate staff verbally or with a handwritten note. Blue Jay Bucks are used with our staff as incentives for going above and beyond and can be redeemed for prizes.

Perceptions Strengths

- Golbow Strengths
 - Promoted KEYS Mentoring Program (Keep Encouraging Youth toward Success)
 - Promoted VIPS (Volunteers in Public Schools)
 - Supported PIE (Partners in Education)
 - Held PTA Meetings
 - Hosted Math/Reading Family Nights
 - Taught the Core Essentials Program
 - Held Celebration of Learning EOY Assemblies
 - Provided Coffee Chats to involve parents in various aspects of the school and to give them an opportunity to voice concerns and ideas
 - Provided Title I information at orientation meetings for parents
 - PBIS committee
 - Met monthly to discuss PBIS strengths and areas to improve

- Promoted positive behavior with Bird Tracks and a monthly shopping cart for incentives (done by the APs)
- updated the campus website regularly
- Sent weekly ENews communications via email
- Positive Action Implemented PK-3rd grade

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events.

Root Cause: There is a need to increase parent communication in a variety of formats regarding family and community engagement opportunities.

Problem Statement 2: There is a need to decrease the amount of discipline incidents. **Root Cause:** Our campus lacks training in strategies to identify behavioral triggers and how to deescalate behaviors.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals





Revised/Approved: July 24, 2017

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

Performance Objective 1: By June 2019, 80% of Golbow students taking the STAAR Writing will achieve the minimum expectation.

Evaluation Data Source(s) 1: At the end of the year, we will use STAAR Writing scores for all student groups.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Golbow Elementary will increase student achievement of all student groups by providing materials, including technology integration, professional development and targeted intervention resources, to ensure the mastery of writing TEKS.</p>	Instructional Coaches	Increased STAAR Writing scores				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I Part A - 3000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Golbow Elementary staff members will review campus writing instructional data of all student groups to identify specific campus needs as determined in monthly grade level professional learning communities. Golbow staff and community members will analyze writing data and will revise all campus improvement plan strategies as needed.</p>	Instructional Coaches	Student increase in revising and editing skills				
<p>Problem Statements: Student Academic Achievement 1</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

Student Academic Achievement





Problem Statement 1: STAAR data indicates that 4th Grade Writing performance was 73%. **Root Cause 1:** Students are not effectively able to elaborate in their writing due to an uneven quality of writing instruction across the campus. Teachers need resources and training in effective writing instruction and conferring/conferencing.

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

Performance Objective 2: By June 2019, 90% of Golbow students taking the STAAR Reading will achieve the minimum expectation.

Evaluation Data Source(s) 2: At the end of the year, we will use STAAR Reading scores for all student groups.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Golbow Elementary will increase student achievement of all student groups by providing materials including technology integration, professional development, and targeted intervention resources to ensure the mastery of reading TEKS.</p>	Instructional Coaches	Increased STAAR Reading scores				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I Part A - 4000.00, 199 - General Fund - 1201.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Golbow Elementary staff members will review campus reading instructional data of all student groups to identify specific campus needs as determined in monthly grade level professional learning communities. Golbow staff and community members will analyze reading data and will revise all campus improvement plan strategies as needed.</p>	Instructional Coaches	Increase in individual student reading levels				
<p>Critical Success Factors CSF 2</p> <p>3) Fifth Grade student data for reading will be monitored for all student groups by Administration and Classroom Teachers to ensure a smooth transition from Fifth to Sixth Grade. Student Success Initiative (SSI) requirements will be monitored and appropriate modifications will be put in place.</p>	Fifth Grade Classroom Teachers	STAAR Scores for fifth grade students in reading				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

Student Academic Achievement





Problem Statement 3: The number of students scoring "Meets" and "Masters" performance in reading, writing, math, and science are below the district average. **Root Cause 3:** There is a need to increase personalized learning experiences including real world applications.

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

Performance Objective 3: By June 2019, 90% of Golbow students taking the STAAR Math will achieve the minimum expectation.

Evaluation Data Source(s) 3: At the end of the year, we will use STAAR Math scores for all student groups.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Golbow Elementary will increase student achievement of all student groups by providing materials including technology integration, professional development, and targeted intervention resources to ensure the mastery of math TEKS.</p>	Instructional Coaches	Increased STAAR Math scores				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I Part A - 3000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Golbow Elementary staff members will review campus math instructional data of all student groups to identify specific campus needs as determined in monthly grade level professional learning communities. Golbow staff and community members will analyze math data and will revise all campus improvement plan strategies as needed.</p>	Administrators, Instructional Coaches	Grade level PLC logs Nine week planning STAAR data Campus Based Assessments DLAs Unit Plans				
<p>Problem Statements: Student Academic Achievement 3</p>						
<p>Critical Success Factors CSF 2</p> <p>3) Fifth Grade student math data of all student groups will be monitored by Administration and Classroom Teachers to ensure a smooth transition from Fifth to Sixth Grade. Orientations, fliers, curriculum nights, and a visit to the junior high will occur. Student Success Initiative (SSI) requirements will be monitored and appropriate modifications will be put in place.</p>	Fifth Grade Teachers	A smooth transition from fifth to sixth grade for all students				
<p>Problem Statements: Student Academic Achievement 3</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 3: The number of students scoring "Meets" and "Masters" performance in reading, writing, math, and science are below the district average. **Root Cause 3:** There is a need to increase personalized learning experiences including real world applications.

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

Performance Objective 4: By June 2019, 85% of Golbow students taking the Science STAAR will achieve the minimum expectation.

Evaluation Data Source(s) 4: At the end of the year, we will use STAAR Science scores for all student groups.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Golbow Elementary will increase student achievement of all student groups by providing materials, including technology integration, professional development and targeted intervention resources to ensure the mastery of science TEKS.</p>	<p>Science Title Teacher Instructional Coaches</p>	<p>Increased STAAR Science scores.</p>				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I Part A - 2000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Golbow Elementary staff members will review campus science instructional data of all student groups to identify specific campus needs as determined in monthly grade level professional learning communities. Golbow staff and community members will analyze science data and will revise all campus improvement plan strategies as needed.</p>	<p>Instructional Coaches</p>	<p>Individual students will increase in their overall knowledge of grade level science concepts and vocabulary.</p>				
<p>Problem Statements: Student Academic Achievement 3</p>						

Performance Objective 4 Problem Statements:

Student Academic Achievement
<p>Problem Statement 3: The number of students scoring "Meets" and "Masters" performance in reading, writing, math, and science are below the district average. Root Cause 3: There is a need to increase personalized learning experiences including real world applications.</p>

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

Performance Objective 5: By June 2019, 91% of Golbow Pre-K and Kindergarten students will master district standards.

Evaluation Data Source(s) 5: At the end of the year, we will use Pre-K and Kindergarten student report cards for all students.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 7 1) Teachers will be provided with a variety of staff development opportunities and instructional resources to ensure student growth.	Instructional Coaches	Teachers will continue to learn and grow professionally. A variety of resources will be utilized to meet the academic instructional needs of all students.				
	Problem Statements: Demographics 1 Funding Sources: 211 - Title I Part A - 2247.00					
2) Staff will provide orientations, fliers, and curriculum nights for Pre-K students transitioning to Kindergarten.	Administrators, Pre-K and Kindergarten Teachers	Flyers Agendas Sign in sheets				
	Problem Statements: Perceptions 1					

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: 54.8% of Golbow's student population are considered at-risk. Root Cause 1: Staff members need additional resources and professional development to differentiate learning experiences for struggling students.
Perceptions
Problem Statement 1: Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events. Root Cause 1: There is a need to increase parent communication in a variety of formats regarding family and community engagement opportunities.

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

Performance Objective 6: By June 2019, 100% of students in RTI Tier 2 and Tier 3 will have specific and effective plans for intervention through collaboration with the RTI committee.

Evaluation Data Source(s) 6: At the end of the year, we will use RTI data reports for Tier 2 and Tier 3 students.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Golbow Elementary will collaborate on RTI Tier 2 and 3 plans for intervention with academic and behavior support specialists at RTI collaborative meetings to ensure individualized plans for student improvement.</p>	Classroom teachers	RTI Tier 2 and 3 students will make academic progress or behavioral improvement in the targeted subject area and/or behavioral targeted areas.				
Problem Statements: Student Academic Achievement 1						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Golbow Elementary will meet the needs of students currently not meeting state expectations in reading, math, and science by utilizing Title I funds and State compensatory education funds to employ specialists in reading, math, and science who can work with small groups of at-risk students during extended learning time, in the Science lab, and throughout the school day.</p>	Title I teachers, Compensatory education teachers	Students will improve academically in all subject areas targeted with intervention.				
Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 211 - Title I Part A - 187312.00, 199 - State Comp Ed - 150000.00						

Performance Objective 6 Problem Statements:


Student Academic Achievement
<p>Problem Statement 1: STAAR data indicates that 4th Grade Writing performance was 73%. Root Cause 1: Students are not effectively able to elaborate in their writing due to an uneven quality of writing instruction across the campus. Teachers need resources and training in effective writing instruction and conferring/conferencing.</p>
<p>Problem Statement 3: The number of students scoring "Meets" and "Masters" performance in reading, writing, math, and science are below the district average. Root Cause 3: There is a need to increase personalized learning experiences including real world applications.</p>

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

Performance Objective 7: At least 50% of all students will meet and/or master all STAAR Reading tests, STAAR Math tests, STAAR Writing tests, and STAAR Science tests.

Evaluation Data Source(s) 7: STAAR results will be reviewed for meets and masters in all subject areas

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Improve student achievement in all student groups to show growth by identifying the students in grade level PLCs and using specific extension activities during extended learning time and strategy group times.</p>	Instructional Coaches	STAAR results DLA data analysis				
Problem Statements: Student Academic Achievement 3						
<p>Critical Success Factors CSF 1</p> <p>2) Provide professional development to staff on language acquisition and vocabulary development strategies so that an increased number of students reply using complete sentences both orally and in writing. Extended language skills will promote extended thinking skills.</p>	Instructional Coaches, AST, Title I, ESL Teachers	Advanced Performance Rates on STAAR Advanced Performance Rates on DLAs				
Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I Part A - 2000.00						
						

Performance Objective 7 Problem Statements:

Student Academic Achievement
<p>Problem Statement 3: The number of students scoring "Meets" and "Masters" performance in reading, writing, math, and science are below the district average. Root Cause 3: There is a need to increase personalized learning experiences including real world applications.</p>

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

Performance Objective 8: Based on the 2019 STAAR results, at least 75% of Special Education students will meet expectations on the STAAR Reading and Math tests.

Evaluation Data Source(s) 8: STAAR met standard results

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Golbow resource, in-class support teachers, and general education teachers working with special education students will improve learning for all special education students by engaging them in a deep study of priority TEKS. A variety of Lead4Ward strategies will be used with all special education students.</p>	<p>Special Education Teachers, Classroom Teachers</p>	<p>Present Level of Academic Achievement and Functional Performance (PLAAFP) and IEP statements reflecting specific focus TEKS</p> <p>Small gap in the STAAR results between "ALL" and "SPECIAL EDUCATION" sub populations</p>				
<p>Problem Statements: Student Academic Achievement 2</p>						

Performance Objective 8 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: STAAR data reveals that Special Education students score significantly below all other student groups in all subject areas. Root Cause 2: There is a need for more communication between SPED staff and general education teachers.</p>


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

Performance Objective 9: Golbow teachers will work to close gaps among all student groups in third through fifth grade, ensuring that groups meet the state defined targets by the end of the 2018-2019 school year.


Evaluation Data Source(s) 9: STAAR 2019 accountability report, domain three report

Summative Evaluation 9:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will meet quarterly to review student achievement data in AWARE focusing on comparing student group performance. Data will be sorted by student groups. If improvement is not shown in a specific student group, intervention will be shifted to include a focus for these specific students.	Instructional Coaches	All student groups will meet domain three targets.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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: Golbow Elementary will carefully plan the allocation of all resources and staff development in all subject areas to maximize student achievement for our rapidly changing demographics.

Evaluation Data Source(s) 1: Resources will be allocated to maximize student learning and ensure all purchases are aligned to the Title I elements.

Summative Evaluation 1:

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

Performance Objective 1: Golbow Elementary staff will work in collaborative teams and utilize data to make informed decisions about instruction to increase performance in all subject areas.

Evaluation Data Source(s) 1: STAAR data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Students will set academic goals that ensure continuous improvement, and administrators will monitor progress in conjunction with the instructional coaches and classroom teachers.</p>	Classroom Teachers	Students will monitor and track their own data and write goals for academic improvement.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Golbow Elementary will collaborate across grade levels and as a team to align and enhance classroom assessments and instructional strategies.</p>	Instructional Coaches	Lead4Ward strategies will be utilized in classrooms along with a variety of instructional strategies.				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Support new teachers with ongoing professional development sessions, mentor support, and opportunities to observe instruction in other classrooms.</p>	<p>Instructional Coaches, Mentor Teacher</p>	<p>New teachers will grow professionally and be able to implement the new learning in their classrooms on a regular basis.</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Recruit and retain highly qualified staff through participation in job fairs. Administration verifies appropriate certifications for teachers before interviewing. Paraprofessionals will meet the highly qualified requirements before being hired.</p>	<p>Administration</p>	<p>Highly qualified teachers and paraprofessionals will be hired and retained at GE.</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Allocate technology resources that maximize student learning.

Evaluation Data Source(s) 1: Library circulation statistics for technology usage and technology classroom learning walks.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide appropriate technology resources and professional development opportunities, to build capacity of teachers, administrators, and other staff members to integrate technology tools relevant to the digital learner.	Media Specialist Instructional Coaches	Bright Bytes Survey Digital Star Teacher Recognition Attendance at iCamp, ISTE, Ignite, TCEA, etc. Connected Learner Initiative				
Problem Statements: School Processes & Programs 1		Funding Sources: 211 - Title I Part A - 10000.00, 199 - General Fund - 3500.00				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Based on classroom campus visits and the Bright Bytes data, a portion of teachers are at the emergent level of using technology to effectively support the four Cs (communication, collaboration, creativity, critical thinking). Root Cause 1: Technology is always changing requiring continuous teacher professional development.

Goal 5: 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: Golbow Elementary will allocate resources including staff, facility and financial resources to maximize student learning.

Evaluation Data Source(s) 1: Campus Action Team (CAT) minutes from the review of staff development plans and the allocation of Title I funds. Review GOF funds quarterly.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide extended planning time and quality learning experiences for all teachers by offering regular professional development led by both Instructional Coaches, Administration, and other staff members.</p>	Instructional Coaches	Teachers will provide quality first teach instruction for all students. Reteaching will be done for all students who need assistance.				
Problem Statements: Student Academic Achievement 1						
<p>Critical Success Factors CSF 1</p> <p>2) Golbow Elementary Staff will participate in learning walks on campus and throughout the district to gain ideas about improving our own classroom and school environments.</p>	Instructional Coaches	Teachers will implement ideas they observe during learning walks in other teachers' classrooms.				

Performance Objective 1 Problem Statements:



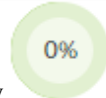

Student Academic Achievement
<p>Problem Statement 1: STAAR data indicates that 4th Grade Writing performance was 73%. Root Cause 1: Students are not effectively able to elaborate in their writing due to an uneven quality of writing instruction across the campus. Teachers need resources and training in effective writing instruction and conferring/conferencing.</p>

Goal 6: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Golbow Elementary will maximize community engagement to benefit the students and promote academic achievement.

Evaluation Data Source(s) 1: Golbow Elementary will increase volunteer hours by 5%.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Promote community involvement by providing families opportunities to attend various academic nights to learn how to help students at home.</p> <p>Provide at-risk students with KEYS mentors, Peer Assistance and Leadership (PALS), and additional extracurricular activities.</p>	Administrators, Instructional Coaches, Teachers, Counselor, Title I Teachers	Increase in parents who attend evening events. Increase the number of KEYS mentors and PALS for GE students.				
Funding Sources: 211 - Title I Part A - 3116.00						
2) Promote parental language instruction educational programs for the parents of EL students at the District Parent Centers.	ESL Teachers	Parents will participate in the parental language instruction educational programs.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Golbow Elementary will exhibit behaviors and attributes that contribute to an engaging, caring learning environment.

Evaluation Data Source(s) 1: Golbow Elementary will decrease the discipline referrals by 10%.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>1) Continue the implementation of Positive Behavior and Supports (PBIS) system through professional development and distribution of materials and resources.</p>	PBIS committee members	Discipline referral data will decrease significantly with an emphasis in the area of physical contact.				
Funding Sources: 211 - Title I Part A - 25000.00						
2) Conduct the district required safety drills and training with the staff. Walkie talkies will be used to effectively communicate during these drills and other emergencies.	GE staff members	Walkie talkies are used to communicate on a daily basis.				
3) Technology: Cyber Safety Apply strategies for fostering online safety, privacy, and security in support of student learning by providing routine meetings/trainings focused on Cyber Safety and Acceptable Use in such areas as password protection, identity theft/privacy and personal safety and external devices capturing private information.	Librarian	Common Sense Campus Certification Students will apply the strategies taught about online safety.				
4) Social Skills strategies will be taught and implemented in the classroom and at recess in Pre-K, Kindergarten, First Grade, and Second Grade.	Classroom Teachers Counselor	Decreased number of student office referral and counselor visits				

State Compensatory

Personnel for Golbow Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rhonda Paz	Math Teacher	Academic Support	1
Sherian Gibson	Reading Teacher	Academic Support	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Golbow Elementary has conducted a comprehensive needs assessment on April 16, 2018 that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders, Campus Action Team (CAT) and others. Factual problem statements were written and root causes identified. The CNA was reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

Golbow Elementary has created a school wide program to ensure that all students, particularly those who are low-achieving, demonstrate proficient or advanced levels of achievement on a variety of assessment measures, including state assessments.

We are committed to:

- Conducting a comprehensive needs assessment
- Identifying goals and strategies that address those needs
- Conducting an annual review of the effectiveness of the school wide plan and revising it as needed

Our campus will:

- Set high expectations for students and staff
- Implement best practices for curriculum and instruction
- Focus on student achievement by examining and understanding data with teachers, parents, and students
- Encourage a collaborative spirit among staff members and between staff, parents and community
- Commit to continuous improvement for each and every student every year

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Golbow Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I. The six steps that our campus follows include: 1) establishing and training a campus advisory team; 2) clarifying the vision for school reform; 3) sharing our campus vision/story; 4) identifying data sources and gathering the data; 5) analyzing the data to make plans for improvement; 6) reporting the data findings to the campus advisory

team and collecting reflections and feedback throughout the schoolwide planning process. Administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systematic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our school-wide program.

2.2: Regular monitoring and revision

Golbow Elementary team leaders, campus leadership team, and Campus Action Team (CAT) work together to monitor, revise and edit the plan four times throughout the year. Student data is also reviewed to ensure that all students are provided opportunities to meet the challenging academic standards. Intervention groups are formed based on the student data. The CAT team met on April 16, 2018 to give input for the 2018-2019 CNA, goals and strategies.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted on our campus website for parents and the public to access. The CIP will be translated into Spanish by the district.

2.4: Opportunities for all children to meet State standards

Our schoolwide reform strategies provide opportunities for all children to meet the state's approaches, meets, and masters levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan: 1) review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program; 2) identify scientifically-based research programs that increase the amount and quality of learning time; 3) review the master schedule to identify opportunities for extended learning time; 4) investigate how manipulatives are used in the various core areas; 5) identify programs within our school that address enriched and accelerated curriculum issues; 6) disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

Instruction by state certified professional teachers and highly qualified paraprofessionals are important components of our schoolwide plan. Procedures in use at Golbow Elementary to ensure that high quality instruction and support occurs include: 1) provide time off for high-quality professional development including PDR and vertical meetings; 2) provide an effective mentoring system; 3) assign teachers for a "best-fit" of their strengths, utilize StrengthFinders to promote use of staff strengths; 4) provide professional development for existing programs prior to the new school year for new staff or those wanting refreshers; 5) monitor effectiveness of teachers by frequent walk-throughs; 6) provide time for teachers to observe master teachers in the classroom; 7) provide training and opportunities for collaboration to analyze formative and summative student achievement data, including PLCs and planning meetings; 8) implement strategies to provide clear lines of communication between teachers and administrators.

Golbow Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students

meet the state's academic achievement standards. Procedures include:

- 1) select the professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate;
- 2) provide opportunities for all staff to obtain training in programs and initiatives that are already in place;
- 3) provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance;
- 4) allow teachers to attend professional developments throughout the year on content areas specific to teachers' assignments;
- 5) provide blocks of time before and during school for collaborative meetings or planning time across grade levels and content areas;
- 6) provide opportunities for staff to share expertise by training other staff members.

2.5: Increased learning time and well-rounded education

Each grade level identifies individual students who need additional learning time to meet standards. Students needing additional support receive intervention both by the homeroom teacher and the support staff intervention teachers. The assistance and support looks different at each grade level; however, it is always available to all students in the school who need it. Intervention teachers, coaches, LSSP, counselor, APs, and behavior support are utilized as resources for improving student performance.

2.6: Address needs of all students, particularly at-risk

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often comes from less formal assessments, such as observation, performance-based assessments, or teacher-created assessments. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

RTI is a systematic process used to meet the individual needs of students. A committee analyzes and collaborates over behavioral and/or academic data to determine the interventions that need to be put in place by the classroom teacher for a specific student. These interventions are ongoing and may change based on specific student needs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The CAT team develops and creates a parent and family engagement policy. This information is posted on our campus website. We also distribute a copy of the document, in English and Spanish, to all of our parents during the parent conferences held in October. This document is in English and Spanish, and copies are also located in our front office area.

3.2: Offer flexible number of parent involvement meetings

Golbow Elementary will offer a flexible variety of parent involvement meetings on different days of the week, at different times and may provide snacks with funds provided by Title I, Part A, childcare, or home visits as related to parent involvement. We hold an annual meeting before one of our scheduled student evening events. We involve parents and provide timely information about programs, explanation of curriculum, and opportunities to provide suggestions in making decisions related to the education of their children.

Understanding that parental involvement is crucial to the success of our students, we are working to make parents feel welcome and wanted at Golbow. We have learned that our parents attend events which welcome them along with their children. With this in mind, we host meet the teacher, book fairs, choral and instrumental music programs, art night, math/science night, literacy night, all of which are well attended events.

Other programs which encourage parental involvement are as follows:

WATCH DOGS (Dads of Great Students) This program has brought many dads/uncles/grandfathers into our school. We now see Dads that recognize the work that happens each day and they have shown trust and supportiveness toward school staff.

Parent and community members provide Junior Achievement Program instruction in all classes in our school.

In May, students in all grade levels participate in Celebrations of Learning. Parents are invited to applaud as students are recognized for their achievements and accomplishments.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawn White	Reading/Writing Teacher	Title I	1
Holly Milwee	Reading/Writing Teacher	Title I	1
Rebecca Sustaita	Science/Math Teacher	Title I	1

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Ann Lalime	Principal
Administrator	Jeffrey Carrus	Asst. Principal
Administrator	Shelley Holcombe	Asst. Principal
Classroom Teacher	Elaine Ballard	K gr. 2017-2018
Classroom Teacher	Cindy Smith	2nd 2018-19
Classroom Teacher	Lauren Johnson	3rd 2017-18
Classroom Teacher	Jaimie Dobbins	5th 2018-19
Classroom Teacher	Alexandra Wilson	4th 2018-19
Classroom Teacher	Rafaella Cardoso	1st 2017-18
Parent	Jennifer Chavez	Parent 2018-19
Parent	Keona Williams	Parent 2018-19
Parent	Crystal Etuk	Parent 2018-19
Parent	Ruth Wilson	Parent 2018-19
District-level Professional	Paul Dunk	Dist. Prof 2018-19
Title 1	Rebecca Sustaita	Title 1
Non-classroom Professional	Stephanie Watt-Johnson	2018-19
Parent	Cynthia Dagnogo	Parent 2017-18

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	SCE Teachers		\$150,000.00
Sub-Total					\$150,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Raz Kids, Scholastic Reader Resources		\$1,201.00
4	1	1	Technology Tools		\$3,500.00
Sub-Total					\$4,701.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development, Writing Student Resources		\$3,000.00
1	2	1	Professional Development, Reading Student Resources		\$4,000.00
1	3	1	Professional Development, Math Student Resources		\$3,000.00
1	4	1	Professional Development, Science Student Resources		\$2,000.00
1	5	1	Professional Development Activities		\$2,247.00
1	6	2	Title I Teachers		\$187,312.00
1	7	2	Professional Development		\$2,000.00
4	1	1	Technology Tools		\$10,000.00
6	1	1	Houston Children's Museum of Natural Science and Parent Resources		\$3,116.00
7	1	1	Professional Development, Social Skills Kits, Self-Assessment Resources		\$25,000.00
Sub-Total					\$241,675.00
Grand Total					\$396,376.00

Addendums

TEXAS EDUCATION AGENCY
2017 Accountability Summary
 LORAIN T GOLBOW EL (101914113) - KATY ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

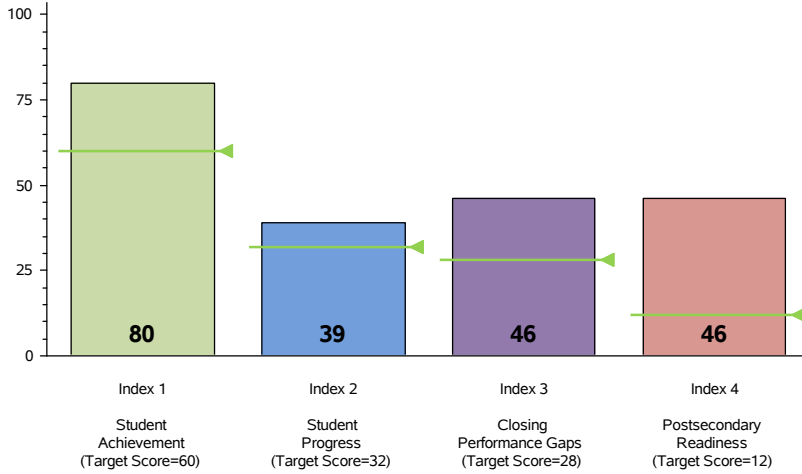
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	768 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	56.0
Percent English Language Learners	21.7
Mobility Rate	12.5
Percent Served by Special Education	10.4
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	730	913	80
2 - Student Progress	465	1,200	39
3 - Closing Performance Gaps	1,007	2,200	46
4 - Postsecondary Readiness			
STAAR Score	46.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		46

System Safeguards

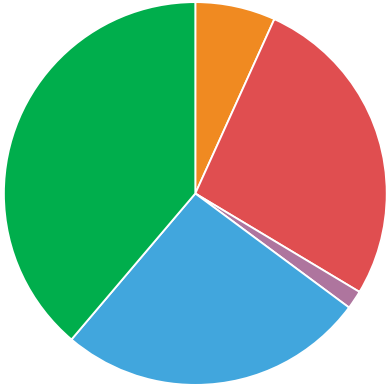
Number and Percentage of Indicators Met

Performance Rates	19 out of 23 = 83%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	33 out of 37 = 89%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

113 - Golbow Elementary

Student Profile



Student Statistics

Total Enrollment	768
At-Risk	54.82%
Low Income	55.34%
Limited English Proficient	21.74%
Special Education	10.42%
Career Technology Educat..	0.00%
Bilingual	0.00%
ESL	21.22%
Gifted/Talented	2.60%
Title I	100.00%
Attendance Rate	95.91%

Race/Ethnicity	#	%
White	200	26.04%
Hispanic	298	38.80%
Asian	52	6.77%
Black/African American	206	26.82%
Two or More Races	12	1.56%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.