

Katy Independent School District
Griffin Elementary
2018-2019 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.

Comprehensive Needs Assessment

Revised/Approved: August 21, 2018

Demographics

Demographics Summary

At Griffin Elementary, we serve 1,000 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 7 elementary campuses and host 4 self-contained autism units as well as the CAPP program; a community speech program for pre-schoolers.

The student body at Griffin Elementary is predominantly affluent and very diverse. Our percentage of economically disadvantaged students is at 4.3%, which is well below the state and district percentages. Our student body is made up of 3.4% African American, 20.6% Hispanic, 42.1% White, 29.9% Asian, and 3.9% Two of More Races. The diversity is not readily apparent when looking at the racial breakdown. However, our percentage of English Language Learners is significant at 30.5%. At last count, students at Griffin come to school speaking 47 different languages. Although Griffin does have self-contained autism units and community speech, our percentage of students being served through special education remains below state and district averages at 6.5%. Our mobility rate is at 9.5%.

Demographics Strengths

Data analysis drives initiatives, purchase of materials, book studies and goal setting.

Quality short and long term planning along with Instructional Coaches who support the instruction in classrooms are both a focus and a strength. Collaborative planning eases the burden on any one teacher. Instructional Coaches also support teachers with a vast curriculum resources, on site PD and modeling. ELA and Math teachers are given the opportunity for fishbowl observations that include follow up professional development sessions and conferences.

Incentive programs used to promote a positive environment include jean passes, spirit days, faculty egg hunt, positive notes, recognition of best practices, and collaborative committees. Faculty feedback requested annually drives planning for upcoming school year. The staff nominates and votes for a Teacher of the Year. First year teachers are mentored by our campus lead mentor, meeting at least monthly for support and guidance. New team leaders are guided through book studies and regular meetings with the instruction coordinator, a former team lead.

Our parents are very supportive and involved serving over 14,000 hours on or for our campus through their involvement in programs, service fundraiser, volunteer activities including Watch DOGS, JA, and PTA activities. Last year we added two very successful PTA programs including a Father/Daughter dance and a Mother/Son activity night, both of which were highly attended and were given great feedback by our community. The PTA raised funds to support all their programs, reach out to those effected by Harvey and purchase books for a campus-wide study of Leader In Me, a fifth grade book study on 7 Habits of Happy Teens and additions to our classroom libraries in mentor texts focused on building student leaders. Our school community rallied to support the greater Katy area by collecting and distributing 250 backpacks filled with school supplies or clothing for local junior high and elementary children impacted by Harvey. During the KISD Day of Service delivery was made to CRJH and Alexander Elementary. Then crews of faculty went out to homes of faculty and students to assist with demolition and debris removal. Local charities were given the strong arms of Griffin Grizzlies, while cookies were baked and meals served to volunteers. We combined our annual book drive with a fundraiser for Creech Elementary collecting 18 cartons of used books and supplying \$10,000 worth of library funds for book replacement. We then raised a spirit flag by gathering money for t-shirts with school logo for every faculty and child at Bear Creek Elementary. We wouldn't be MGE without continuing our support of the Women's shelter with a Holiday Drive and sponsoring 13 families from our Sister School, Morton Ranch Elementary with good cheer and fits of toys and clothing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special education students at MGE did not meet the targeted goal of increasing performance to the advanced level to between 30-35% **Root Cause:** There are 2 special education teachers on campus. One teacher spent all her time in the resource setting, so some students worked exclusively with a paraprofessional for additional support in the classroom.

Student Academic Achievement

Student Academic Achievement Summary

At Griffin, we earned 97 points in index 1. Our overall passing rate was at 91% or greater for each of the tests given. While the majority of the sub populations did fall within a 10 point span, our ELL students struggled on the Reading, Science, and Writing STAAR tests and our special education students struggled on the Reading, Math, and Writing STAAR tests. We will continue to target our special education students within reading, math, and writing by focusing on progress standards. Strategies to use include 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. Target our ELLS by dividing them among the teachers in 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. Additional in-class support will be offered as well as increased opportunity for small group intervention will be provided through the utilization of our Academic Support teachers and Instructional Liaison.

Last year, 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.

Student Academic Achievement Strengths

Griffin received 97 total points in Index 1. 50% or more of our students scored at the Advanced Level (Masters Grade Level) on all but 3 tests; 3rd grade Math STAAR, 5th grade Science STAAR, and 4th grade Writing STAAR. On the 3rd grade Math STAAR, the Advanced Level percent increased by 12 percentage points from last year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: When comparing Approaches Grade Level and Meets Grade Level on the STAAR assessment, MGE students experienced between a 12 and 25% decrease in performance. **Root Cause:** Although teachers are utilizing the workshop structure in Reading, Math, and Writing, teachers work with students individually and in small group, but they are not always planning differentiated content for these meetings.

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 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 2 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.

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. 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.

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.

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 now increasing 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 2:1 ratio in 3rd grade (student:iPad) and 2:1 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.

School Processes & Programs Strengths

Quality short and long term planning along with Instructional Coaches supports the instruction in classrooms. Collaborative planning eases the burden on any one teacher. Instructional Coaches also support teachers through providing curriculum resources, on site professional development, and modeling. Teachers are given the opportunity for fishbowl observations that include follow up professional development sessions and conferences.

Incentive programs used to promote a positive environment include jean passes, spirit days, monthly birthday treat days, catered lunches, clever candy pick-me-ups, positive notes, recognition of best practices, and collaborative committees. Faculty feedback requested annually drives planning for the upcoming school year. The staff nominates and votes for a Teacher of the Year. First year teachers are mentored by our campus lead mentor, meeting at least monthly for support and guidance. New team leaders are also given support through regular meetings and a book study hosted by our instructional coordinator.

A commitment to the structure of the Reading, Writing, and Math Workshop models in all of our classrooms at Griffin continues to lead to improved differentiated instruction to better meet 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. PDR and staff development will focus on the analysis of data, learning progressions, and the creation of conferring tool kits that support professional growth in order to help teachers plan for targeted next step instruction. 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 and the formation of strategy groups.

It is a fundamental belief at Griffin Elementary that all students are learners. Student Needs Meetings are conducted on a regular basis in order to identify students that are struggling academically or behaviorally. Administrators, classroom teachers, intervention teachers, and ESL teachers collaborate to think of strategies, structures, and accommodations that could help these students to be more successful. Data and anecdotal records are collected in order to decide next steps in improving achievement and meeting the needs of the students. In addition to classroom supports provided by the teacher, several other intervention options have been put in place. The needs of more students are able to be met due to the additional small group intervention provided by the addition of an Instructional Liaison to the staff. Teacher and student created videos of first teach provides additional out of school support for students and parents that need clarification on given strategies or topics of instruction. I-station is offered before school and during the day for struggling readers. After School Academy is provided for students who need tutoring in Reading or Math the two months leading up to STAAR. Griffin's Special Education students are provided with push-in and pull-out assistance and through general education mentors.

Teachers use interactive SMARTboard lessons on a daily basis. SMART document cameras are used to facilitate shared reading, model math strategies, support use of interactive student notebooks, and to demonstrate writing strategies. iPads and Chromebooks are used for stations, research, and formative assessment and student products.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The teaching staff at Griffin Elementary averages 13.4 years of experience. 58.6% of teachers have 11 or more years experience, but their expertise is not being shared through out the faculty. **Root Cause:** MGE does not have structures in place to allow professionals to consistently share with faculty outside their grade level teams.

Perceptions

Perceptions Summary

At Griffin Elementary we believe that ALL decisions go back to "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 proximate 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 effort 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 is a given 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.

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.

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. This year we will add identification and reinforcement of leadership qualities to the PBS already in place to continue to grow our children into productive students and citizens.

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.

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. This year, each one will be taped and links sent out to widen our viewing audience.

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.

Grade level Wikis and Canvas 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.

Showcase:

Pre-K - Splash-day

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

1st Grade - Nursery Rhyme Parade, 1st Gr. Frontier Night

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 - Student 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 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.

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.

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 Wiki pages or CANVAS sites, 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Technology is not being consistently utilized to communicate with parents and the community at large. **Root Cause:** Teachers are hesitant to use social media platforms due to privacy concerns.

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
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

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,
- Male / Female 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
- School safety data

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
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Revised/Approved: July 24, 2017

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

Performance Objective 1: To create purposeful and fine tuned plans for differentiation in small group instruction in Reading and Math, teachers will research using 3 data points (STAAR, Common Assessments/DLAs, and Teacher Observation/Reflection) to determine weaknesses in instruction.

Evaluation Data Source(s) 1: Comparison between 2018 and 2019 Index 2 Scores in Reading, Math, Science and Writing Data in Grades 3-5 for gains in overall student growth.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will research using 3 data points (STAAR, common assessments/DLAs, and Teacher Observations) to determine weaknesses in instruction using quintile reports.	Grade level teachers, instructional coaches	Teachers will identify areas of weakness in instruction to target during long range and weekly planning.				
Problem Statements: School Processes & Programs 1		Funding Sources: 199 - General Fund - 0.00				

Performance Objective 1 Problem Statements:




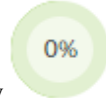

School Processes & Programs
Problem Statement 1: The teaching staff at Griffin Elementary averages 13.4 years of experience. 58.6% of teachers have 11 or more years experience, but their expertise is not being shared through out the faculty. Root Cause 1: MGE does not have structures in place to allow professionals to consistently share with faculty outside their grade level teams.

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

Performance Objective 2: To create purposeful and fine tuned plans for differentiation in small group instruction in Reading and Math, MGE administration will train staff using the Research, Decide, and Teach model for planning for differentiated instruction.

Evaluation Data Source(s) 2: Agenda and sign-in sheets for training.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Staff will be trained using the Research, Decide, and Teach Model for planning for differentiated instruction.	Instructional Coaches	Instructional coaches will plan training that teaches teachers to identify areas of weakness within data sources and identify resources that can be added to planning to address these deficiencies.				
Problem Statements: Demographics 2		Funding Sources: 199 - General Fund - 0.00				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:




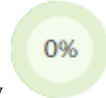

Demographics
Problem Statement 2: The use of the Workshop Model for small group instruction alone is not effective in growing all children. Root Cause 2: Either the amount of small group occurring as a result of this model is insufficient or the effectiveness of the instruction is insufficient to grow all children.

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

Performance Objective 3: To create purposeful and fine tuned plans for differentiation in small group instruction in Reading and Math, Math teachers will identify 3-4 concepts per semester and Reading teachers will identify 2 to 3 levels to implement the Research, Decide and Teach model with during long range and weekly planning.

Evaluation Data Source(s) 3: Long-range plans, Lesson plans, Walk-throughs, or full observations

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Math teachers will identify 3-4 concepts per semester to implement the Research, Decide, and Teach model with during long range and weekly planning sessions.	Instructional Coaches, Grade level teachers	Teachers will produce 3 levels of small group lesson plans for the identified concept topics.				
	Problem Statements: Demographics 2 Funding Sources: 199 - General Fund - 0.00					
2) Reading teachers will identify 2-3 concepts per semester to implement the Research, Decide, and Teach model with during long range and weekly planning sessions.	Instructional Coaches, Grade level teachers	Teachers will produce 3 levels of small group lesson plans for the identified content topics.				
	Problem Statements: Demographics 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - General Fund - 0.00					
3) Teachers will participate in vertical alignment of TEKS to determine prerequisite skills necessary for differentiated small group instruction.	Instructional Coaches, Grade level teachers	Teachers will track the growth of TEKS through the grade levels in order to determine skills necessary for students to be able to learn the grade level content.				
	Problem Statements: School Processes & Programs 1 Funding Sources: 199 - General Fund - 0.00					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The use of the Workshop Model for small group instruction alone is not effective in growing all children. Root Cause 2: Either the amount of small group occurring as a result of this model is insufficient or the effectiveness of the instruction is insufficient to grow all children.
Curriculum, Instruction, and Assessment

Problem Statement 1: Pre-planning for alternate lessons for a specific objective for use at the small group table has not been a focus during weekly planning sessions. **Root Cause 1:** Focus on long range planning and concentration on best lessons for engaging and effective "first teach".

School Processes & Programs


Problem Statement 1: The teaching staff at Griffin Elementary averages 13.4 years of experience. 58.6% of teachers have 11 or more years experience, but their expertise is not being shared through out the faculty. **Root Cause 1:** MGE does not have structures in place to allow professionals to consistently share with faculty outside their grade level teams.

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

Performance Objective 4: To create purposeful and fine tuned plans for differentiation in small group instruction in Reading and Math, teachers will create and utilize a data binder with a class view of information and individual data sheets for each student. The data binder will be utilized to create small groups, plan for small groups lessons and to customize learning and to store anecdotal records in order to grow all children. A separate binder will be used to store plans for instruction created by teams and individuals as a result of examining weekly data gathered through a variety of sources including running records, Dream Box reports and examination of student work and performance.

Evaluation Data Source(s) 4: Long-range plans, Lesson plans, teacher binders/anecdotal records, Walk-through observations, or full observations

Summative Evaluation 4: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Binders will be assembled at a beginning of the year training with class sheets and individual sheets. Each week the binders will be referenced for planning small group instruction. Four times a year, teams will look at the binder with the instructional coaches for trends and to address C and I concerns. The binders will be used to document and determine additional help needed during RTI meetings	ICs, Admin and RTI committee	Growth of ALL children at MGE.				
Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1						
						

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Even with the use of the Workshop model throughout our campus in the areas of Reading, math and writing, we are not growing all students at the small group table. Root Cause 1: More effective lessons, schedules and data collection needs to be implemented within the Workshop Model.
Curriculum, Instruction, and Assessment
Problem Statement 1: Pre-planning for alternate lessons for a specific objective for use at the small group table has not been a focus during weekly planning sessions. Root Cause 1: Focus on long range planning and concentration on best lessons for engaging and effective "first teach".


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

Performance Objective 5: To grow leaders throughout the building and district by sharing and or creating seminars.

Evaluation Data Source(s) 5: MGE experts present at the MGE Conference on 8/10/2018 and 9/13/2018

Copies of Agendas and sign in sheets. Copies of presentations

Summative Evaluation 5: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Faculty book study on The Leader in Me by Covey	Principal	Faculty will read and discuss the book The Leader in Me with each other. Adaptations to the PBIS Positively Awesome sheets and program will have a leadership focus and recognize those who are displaying leadership traits.				
Problem Statements: Demographics 1 - Parent and Community Engagement 1		Funding Sources: 199 - General Fund PTA Donation - 950.00				
						

Performance Objective 5 Problem Statements:


Demographics
Problem Statement 1: Teachers notice a decline in our children's ability to be effective problem solvers and risk takers: to take the lead on effective problem solving and risk taking. Root Cause 1: Our children lack in leadership skills, confidence and initiative.
Parent and Community Engagement
Problem Statement 1: We serve students from around the country and the globe, experiences and expectations within previous school communities vary greatly making it difficult to meet the wide expectations of the community and prioritize needs. Root Cause 1: Serving children from 44 countries and 40 states who speak 42 different languages.

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: The Pre K and Kindergarten teams will read the book, Purposeful Play and create a plan and resources to implement new practices that are supported by research and utilize purposeful play within the classroom as a catalyst for learning.

Evaluation Data Source(s) 1: Book study sign in sheet, agenda and discussion points, Plan and implementation of activities such as Maker Spaces and STEM activities.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews				
			Formative			Summative	
			Oct	Jan	Apr	June	
1) The Kindergarten and Pre K teams will read the book Purposeful Play, meet for a book study, discuss implementing aspects of the research into the classroom and then incorporate activities into the classrooms through centers, warm-ups and lessons.	Pre K team leader and Administration	To bring purposeful play back into the Pre K and Kindergarten classrooms through discovery and exploration. Increasing interest and learning through discovery.					
Problem Statements: Parent and Community Engagement 1		Funding Sources: 199 - General Fund - 0.00					
							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: We serve students from around the country and the globe, experiences and expectations within previous school communities vary greatly making it difficult to meet the wide expectations of the community and prioritize needs. Root Cause 1: Serving children from 44 countries and 40 states who speak 42 different languages.

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: Griffin Elementary School will offer G.O Time; time before the school day for all K-5 students to play on the playground, fields and courts behind the school beginning at 7:20 until 7:50 under the supervision of staff.

Evaluation Data Source(s) 2: Use of G.O time by students of MGE

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) A schedule will be developed to provide children with an additional time to meet, play and socialize outside of the school day for up to 20 minutes before school.	PE teacher and aide Administration	Students will be ready for learning with an opportunity to run and play prior to the start of school. Children will have an opportunity to play pick up games, create rules and organize themselves in a relaxed atmosphere.				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 - General Fund - 0.00						

Performance Objective 2 Problem Statements:






Parent and Community Engagement
Problem Statement 1: We serve students from around the country and the globe, experiences and expectations within previous school communities vary greatly making it difficult to meet the wide expectations of the community and prioritize needs. Root Cause 1: Serving children from 44 countries and 40 states who speak 42 different languages.

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: The next level LLI Kit (RED) will be purchased for use with children identified as having Special needs or ELL to use in small group instruction along with the Literacy Library materials for targeted reading instruction.

Evaluation Data Source(s) 3: Growth of children in programs on running records, grades and STAAR.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The LLI kits have been a successful research-based tool for children in intervention and for teacher professional development. The Green kit has been used with our resource children and they have shown great growth in reading. the next level kit was needed to continue this growth with children in resource and the children who are learning to speak English.	Administration	Increase in the reading levels of children in the resource setting and ELLs in the inclusion setting.				
Problem Statements: Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:


Curriculum, Instruction, and Assessment
Problem Statement 1: Pre-planning for alternate lessons for a specific objective for use at the small group table has not been a focus during weekly planning sessions. Root Cause 1: Focus on long range planning and concentration on best lessons for engaging and effective "first teach".
Parent and Community Engagement
Problem Statement 1: We serve students from around the country and the globe, experiences and expectations within previous school communities vary greatly making it difficult to meet the wide expectations of the community and prioritize needs. Root Cause 1: Serving children from 44 countries and 40 states who speak 42 different languages.

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 4: Special Education students in Grades 4 and 5 will be assigned to one of two homerooms at each grade level. They will be present for first teach and mini -lessons in their respective homerooms and combined for ICS or resource as outlined by their IEPs. Special Education teachers for these grade levels will plan with general education teachers weekly.

Evaluation Data Source(s) 4: POs, lesson plans, rosters, and individual student binders with anecdotal records of small group instruction.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Limit the number of children in a homeroom with identified need to less than 8 children.	Admin	All students in a homeroom will show growth of a year or more in Domain II on STAAR				
Problem Statements: Parent and Community Engagement 1		Funding Sources: 199 - General Fund - 0.00				
						

Performance Objective 4 Problem Statements:

Parent and Community Engagement
Problem Statement 1: We serve students from around the country and the globe, experiences and expectations within previous school communities vary greatly making it difficult to meet the wide expectations of the community and prioritize needs. Root Cause 1: Serving children from 44 countries and 40 states who speak 42 different languages.

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

Performance Objective 1: Using a continuous improvement model, teachers and ICs during long range planning will use Lead4ward TEK alignments, current CBAs and review of student performance on the CBAs to inform and plan for instruction.

Evaluation Data Source(s) 1: Long range planning notes. CBAs. Plans for small group instruction.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) During long range planning or when examining CBAs or DLAs, the team will look to the resource Lead4Ward TEK alignments to plan for small group instruction and/or reteaching of objectives where children scored poorly.	ICs and grade level teams	All children will grow at least one year as measured by STAAR and small group instruction will include prerequisites and skills that were missed on CBAs and DLAs during reteach.				
Problem Statements: Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 Funding Sources: 199 - General Fund - 0.00						

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Pre-planning for alternate lessons for a specific objective for use at the small group table has not been a focus during weekly planning sessions. Root Cause 1: Focus on long range planning and concentration on best lessons for engaging and effective "first teach".
Parent and Community Engagement
Problem Statement 1: We serve students from around the country and the globe, experiences and expectations within previous school communities vary greatly making it difficult to meet the wide expectations of the community and prioritize needs. Root Cause 1: Serving children from 44 countries and 40 states who speak 42 different languages.

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: To increase student use of technology especially iPads and Chromebooks for a variety of uses including skill practice, research, creation of student products, and communication.

Evaluation Data Source(s) 1: Increase in the number of iPads and Chromebooks for student use in each classroom working toward a 2:1 ratio of Chromebooks to students in 4th and 5th grade and a 2:1 ratio of iPads to students in 3rd grade. An increase of technology devices in Grades K, 1 and 2.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) School personnel will purchase additional iPads for student use in order to create digital projects to share with the community.	Principal, Financial Clerk, Grade level teams.	School personnel will order additional iPads for student use.				
Problem Statements: Perceptions 1 Funding Sources: 199 - General Fund - 5000.00, 199 - General Fund PTA Donation - 10000.00						
2) School personnel will plan for the technology retrofit in a way that ensures that additional mobile devices are purchased for student use.	Principal, Instructional Coordinator, Grade level teams	Each grade level will determine the type of device that is most beneficial for their students. Those devices will be planned for in the retrofit.				

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: Technology is not being consistently utilized to communicate with parents and the community at large. Root Cause 1: Teachers are hesitant to use social media platforms due to privacy concerns.

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 2: To increase communication with parents and community through consistent use of social media by teachers and administrative staff (Twitter, Facebook, See Saw, Canvas) . Each Grade level team will create a Canvas page for their grade level for communication and resources for parents.

Evaluation Data Source(s) 2: A template will be created by our Canvas expert for each team to utilize to create a Canvas page for publishing weekly updates and resources.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will be trained on Canvas.	AP	Teachers will learn how to use and create a Canvas site and will utilize it for communication with students and parents.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 - General Fund - 0.00					
2) Administrators will increase their usage of Twitter in regards to school events.	Principal, AP	Administrators will utilize Twitter to post school events.				
	Problem Statements: Perceptions 1					
3) Third grade home room teachers will participate in the district connected learner program.	Third grade teachers	Teachers are designing Canvas activities in reading, math, science, and writing that are used during instruction as well as independently by students.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 - General Fund - 0.00					
						

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The value and strength of each employee can be communicated through providing opportunities to extend learning among and between staff. Root Cause 1: Reliance of professional learning outside of the campus.
Perceptions

Problem Statement 1: Technology is not being consistently utilized to communicate with parents and the community at large. **Root Cause 1:** Teachers are hesitant to use social media platforms due to privacy concerns.

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 3: To facilitate quality learning experiences and a positive and effective work environment by improving the flow of communication to team leaders and faculty through the use of Google-Docs

Evaluation Data Source(s) 3: Copies of agendas, meeting notes and shared documentation

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) A Google team drive will be created and utilized for sharing information.	Instructional Coordinator, administration, team leaders	Folders will be created in Google for team leader meetings and gathering data on CIP goals.				
Problem Statements: School Processes & Programs 1		Funding Sources: 199 - General Fund - 0.00				

Performance Objective 3 Problem Statements:



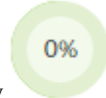

School Processes & Programs
Problem Statement 1: The teaching staff at Griffin Elementary averages 13.4 years of experience. 58.6% of teachers have 11 or more years experience, but their expertise is not being shared through out the faculty. Root Cause 1: MGE does not have structures in place to allow professionals to consistently share with faculty outside their grade level teams.

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 4: Courses will be created and presented by Jason Trevino at the MGE Conference and throughout the year to increase teacher knowledge of the workings of Canvas and Google applications.

Evaluation Data Source(s) 4: Sign in sheets and copies of the presentations. Use of the Canvas and Google applications by staff.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide in house training and support for the use of GoogleDoc and Canvas	Jason Trevino, Instructional Coordinator	Increased use of Google.Docs for communication and collaboration. Creation of Canvas pages and use of the pages to support student learning and communicate between school and home.				
Problem Statements: Perceptions 1 Funding Sources: 199 - General Fund - 0.00						
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Performance Objective 4 Problem Statements:



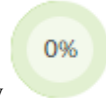

Perceptions
Problem Statement 1: Technology is not being consistently utilized to communicate with parents and the community at large. Root Cause 1: Teachers are hesitant to use social media platforms due to privacy concerns.

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 5: The technology committee and the Campus Canvas Coordinator will work to create digital systems to record and share student data and anecdotal records as a digital option for student binders to record data and anecdotal records.

Evaluation Data Source(s) 5: Completion and use of the digital systems as preferred by teachers.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) To create technology tools to facilitate communication, data collection and recording and sorting of data for forming small group instruction.	Administration, Instructional Coaches and Instructional Coordinator	All students will show growth on Domain II in STAAR, RTI information will be easily shared and documentation of intervention will be effectively and efficiently shared.				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 - General Fund - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Performance Objective 5 Problem Statements:

Parent and Community Engagement
Problem Statement 1: We serve students from around the country and the globe, experiences and expectations within previous school communities vary greatly making it difficult to meet the wide expectations of the community and prioritize needs. Root Cause 1: Serving children from 44 countries and 40 states who speak 42 different languages.

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 6: The creation of a technology committee to oversee and promote the use of technology in the classroom for instructional purposes and the infusion of products by students using technology.

Evaluation Data Source(s) 6: Creation of the committee. Minutes of the meetings and a list of new technology products and projects by grade level. Elementary Badging Program

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The creation of the committee will allow us to examine practices vertically and systematically to ensure the TEKS are addressed and that learning is on a continuum.	Instructional Coaches, Administration	To increase the use of technology for student products and facilitate the use of technology in the classroom which is not redundant.				
Problem Statements: Staff Quality, Recruitment, and Retention 1		Funding Sources: 199 - General Fund - 0.00				

Performance Objective 6 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The value and strength of each employee can be communicated through providing opportunities to extend learning among and between staff. Root Cause 1: Reliance of professional learning outside of the campus.

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 7: Third grade teachers will complete the modules and activities necessary to earn laptops through the Connected Learner.

Evaluation Data Source(s) 7: Completion of modules, and implementation of integrated technology and student products.

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The third grade team has committed to the completion of modules of instruction and the integration of projects with the third grade using technology to earn personal technology while in Katy ISD	Administration, technology department	Increase the knowledge of the staff and ensure integration of technology				
Problem Statements: Staff Quality, Recruitment, and Retention 1						

Performance Objective 7 Problem Statements:


Staff Quality, Recruitment, and Retention
Problem Statement 1: The value and strength of each employee can be communicated through providing opportunities to extend learning among and between staff. Root Cause 1: Reliance of professional learning outside of the campus.

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: To facilitate quality learning experiences and a positive and effective work environment by providing a mentor and activities and a book study (Kids 1st From Day 1) for new teachers.

Evaluation Data Source(s) 1: Agendas, meeting notes and calendar activities, book study notes

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) New team leader book student on Move Your Bus by Ron Clark	Instructional Coordinator	Group members will read and discuss the book to help them create a positive culture in their new role as team leaders.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
						

Performance Objective 1 Problem Statements:


Staff Quality, Recruitment, and Retention
Problem Statement 1: The value and strength of each employee can be communicated through providing opportunities to extend learning among and between staff. Root Cause 1: Reliance of professional learning outside of the campus.

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 2: To facilitate quality learning experiences and a positive and effective work environment by providing a mentor and activities for new team leaders.

Evaluation Data Source(s) 2: The instructional coordinator will meet with new team leaders at least four time a year to look ahead to plan for upcoming events, troubleshoot and discuss concerns. Meeting agendas.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The Instructional Coordinator will meet with the new team leaders at least quarterly to provide support, brainstorm and problem solve.	Instructional Coordinator	Provide an avenue of support and collaboration for new team leaders.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
						

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The value and strength of each employee can be communicated through providing opportunities to extend learning among and between staff. Root Cause 1: Reliance of professional learning outside of the campus.

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: To increase communication with parents and community through the consistent use of mini surveys following select events and activities via Google-Docs.

Evaluation Data Source(s) 1: Surveys through GoogleForms

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Mini surveys will be created and sent out following select events in conjunction with the PTA.	Principal, Secretary PTA President	Parents will give targeted feedback after events when the information is fresh on their mind. More responses will be received.				
Problem Statements: Perceptions 1		Funding Sources: 199 - General Fund - 0.00				

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: Technology is not being consistently utilized to communicate with parents and the community at large. Root Cause 1: Teachers are hesitant to use social media platforms due to privacy concerns.

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

Performance Objective 1: To expand our faculty's awareness and understanding of building children as leaders through a variety of activities including use of book studies, article studies, PBIS, and Restorative Practices in order to provide a safe and orderly working environment.

Evaluation Data Source(s) 1: Lesson plans and walkthroughs. Pre and post surveys. Lessons on habits, growth mindset and use of community circles.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Faculty book study on the Leader In Me.	AP, Principal	Teachers will develop an understanding of how to build leadership qualities in children, create an environment that builds leaders and helps children to identify leadership qualities in each other; thereby, building independence, problem solving, confidence and risk-taking in our student population				
	Problem Statements: Demographics 1 Funding Sources: 199 - General Fund - 850.00					
2) Faculty community circles on Monday focused on read alouds on Leadership topics.	administration	Teachers will participate in a community circle to experience the structure and deepen their understanding of empathy.				
	Problem Statements: Demographics 1 Funding Sources: 199 - General Fund PTA Donation - 2500.00					
3) Faculty will research and share children's books on the topic of leadership that can be utilized in the classroom.	administration, Librarian, Instructional coaches	Teachers will select children's books that demonstrate leadership to share with the group, switch between classes in grade levels and add titles and description to the Google doc.				
	Problem Statements: Demographics 1 Funding Sources: 199 - General Fund PTA Donation - 2500.00					
4) Conduct a book study, The 7 Habits of Highly Effective Teens, with 5th grade parents.	Admin.	Parents will gain knowledge and skills to assist their students in developing leadership skills that will assist them in transitioning to Junior High.				
	Problem Statements: Demographics 1 Funding Sources: 199 - General Fund PTA Donation - 1250.00					
						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Teachers notice a decline in our children's ability to be effective problem solvers and risk takers: to take the lead on effective problem solving and risk taking. **Root Cause 1:** Our children lack in leadership skills, confidence and initiative.

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

Performance Objective 2: To expand our children's awareness and understanding of building leadership in children through a variety of activities including the use of community circles in 2nd through 5th grade.

Evaluation Data Source(s) 2: Schedule of community circles led by AP. Pre and post surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Students will participate in weekly community circles that address the topic of leadership.	AP	Students will learn what attributes a leader displays, how to show it, and will role play a scenario where they apply that knowledge to a real life situation.				
	Problem Statements: Demographics 1 Funding Sources: 199 - General Fund - 0.00					
2) Students will identify leadership qualities in fictional/non-fictional characters in read-alouds.	Teachers and Principals	Students will show growth in their understanding of leadership qualities				
	Problem Statements: Demographics 1 Funding Sources: 199 - General Fund - 0.00					

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Teachers notice a decline in our children's ability to be effective problem solvers and risk takers: to take the lead on effective problem solving and risk taking. Root Cause 1: Our children lack in leadership skills, confidence and initiative.</p>

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

Performance Objective 3: To expand our communities' awareness and understanding of building leaders through a variety of activities including a teacher book study on *The Leader in Me* by Covey, parent Lunch and Learns on building resiliency and leadership skills in children and creating resources for teachers on building leadership skills in their children

Evaluation Data Source(s) 3: Sign in sheets. Copies of the Presentations. Purchase of books for book study and classroom resources.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Parents will receive a video lunch and learn on the topic of leadership that also showcases the activities completed at school to support their learning.	Principals	Parents will receive information about the school's focus on building leaders . They will learn how the school plans to focus on identifying leadership skills and building leaders on campus to promote independence, confidence, problem solving and risk-taking.				
Problem Statements: Demographics 1 Funding Sources: 199 - General Fund - 0.00						

Performance Objective 3 Problem Statements:





Demographics
<p>Problem Statement 1: Teachers notice a decline in our children's ability to be effective problem solvers and risk takers: to take the lead on effective problem solving and risk taking. Root Cause 1: Our children lack in leadership skills, confidence and initiative.</p>

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

Performance Objective 4: To expand our faculty's awareness and understanding of building children as leaders through a variety of activities including building a resource library and book synopsis of children's books that correlate to leadership traits.

Evaluation Data Source(s) 4: Collection of at least 125 titles of children's books featuring leadership skills, book summaries and a Google Doc to house, share and expand the collection with all staff members.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) To provide resources for teachers to use during Monday meetings with children examining leadership qualities in characters and themes in children's books	Teachers	To build leadership skills in children by identifying them in context of storybook characters and non-fictional characters within biographies.				
Problem Statements: Demographics 1 Funding Sources: 199 - General Fund PTA Donation - 2500.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Performance Objective 4 Problem Statements:


Demographics
<p>Problem Statement 1: Teachers notice a decline in our children's ability to be effective problem solvers and risk takers: to take the lead on effective problem solving and risk taking. Root Cause 1: Our children lack in leadership skills, confidence and initiative.</p>

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

Performance Objective 5: To expand our faculty's awareness and understanding of building children as leaders through a variety of activities including the restructuring of the PBIS Principal Awards to highlight leaders in the building and to create new opportunities for children to lead their community of Griffin Elementary including pledge leaders, cafeteria leaders, office leaders, expanded safety patrol and create event leaders while continuing to offer opportunities for students to lead on announcements, as Cub Pals, at Field Day, through Student Counsel membership, etc.

Evaluation Data Source(s) 5: Copies of Principal Awards. Rosters of student memberships

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) To expand the opportunities of the student body at Griffin to include more roles for them to lead while at school	Administration and teachers	Build leaders who are independent, self-reliant, problem solvers, and risk takers.				
Problem Statements: Demographics 1		Funding Sources: 199 - General Fund - 0.00				
						

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Teachers notice a decline in our children's ability to be effective problem solvers and risk takers: to take the lead on effective problem solving and risk taking. Root Cause 1: Our children lack in leadership skills, confidence and initiative.</p>

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will research using 3 data points (STAAR, common assessments/DLAs, and Teacher Observations) to determine weaknesses in instruction using quintile reports.
1	2	1	Staff will be trained using the Research, Decide, and Teach Model for planning for differentiated instruction.
1	3	1	Math teachers will identify 3-4 concepts per semester to implement the Research, Decide, and Teach model with during long range and weekly planning sessions.
1	3	3	Teachers will participate in vertical alignment of TEKS to determine prerequisite skills necessary for differentiated small group instruction.
2	2	1	A schedule will be developed to provide children with an additional time to meet, play and socialize outside of the school day for up to 20 minutes before school.

State Compensatory

Personnel for Griffin Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jeffery Wirth	Teacher	Academic Support	1
Stacey Chambers	Teacher	Academic Support	1

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Jacqueline Keithan	Principal
Classroom Teacher	Stephanie Strong	4th Gr. Teacher
Parent	Li Fong Woo	Parent
Parent	Vijay Kumar	Parent
Parent	Kevin LaFollett	Parent
Parent	Kerry Wegmann	Parent
Parent	Yamilet Arroyo Batiz	Parent
Classroom Teacher	Jennifer Stewart	Support Teacher
Parent	Aderinola Otegbola	Parent
Parent	Maivi DuMont	Parent
Parent	Ravindra Kura	Parent
Non-classroom Professional	Pamela Bland	Nurse

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
2	4	1			\$0.00
3	1	1			\$0.00
4	1	1			\$5,000.00
4	2	1			\$0.00
4	2	3			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00
4	5	1			\$0.00
4	6	1			\$0.00
6	1	1			\$0.00
7	1	1			\$850.00
7	2	1			\$0.00
7	2	2			\$0.00
7	3	1			\$0.00
7	5	1			\$0.00
Sub-Total					\$5,850.00
199 - General Fund PTA Donation					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$950.00
4	1	1			\$10,000.00
7	1	2			\$2,500.00
7	1	3			\$2,500.00
7	1	4			\$1,250.00
7	4	1			\$2,500.00
Sub-Total					\$19,700.00
Grand Total					\$25,550.00