

Katy Independent School District
Golbow Elementary
2019-2020 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!

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Comprehensive Needs Assessment

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 three Early Childhood Special Education (ECSE) classes and two Life Skills classes.

Although this improvement plan focuses on the 2019-2020 school year, the demographic information comes from data available in the 2018-19 Texas Academic Performance Report. Student enrollment at Golbow Elementary increased during 2018-2019. September enrollment data shows that the Hispanic student group is the largest part of our population at 37.9%. African American makes up 28.3% and White makes up 24.8%. Asian students make up 7.4% of the population. American Indian students make up 0.4% of the population. The student population represented by two or more races is 1.2%.

Attendance rates have remained consistent over the past several years as 97% or higher. 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 2.4% Gifted and Talented, 21.5% English Learners, and 12.3% Special Education. Additionally, 50.7% are economically disadvantaged and 58.1% are identified as at-risk.

Golbow Elementary employs 92 highly qualified teachers and paraprofessionals. We place a high priority on 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. All teachers who are new to GE participate in New Teacher Academy every three weeks. 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 2019, 61 of 68 classroom teachers have their ESL certification, with 7 planning to test this year. We strive for a 100% rate of ESL certification among staff, as our EL student population is increasing. Golbow Elementary hired approximately 6 new classroom teachers, 3 new support staff members, and 2 specials staff members for the 2019-2020 academic year. Included in that total were 2 new support staff positions, 4 new classroom teacher position, 1 new art teacher, and 1 new P.E. teacher. 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

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 retained all of their classroom teachers this year. A couple of classroom teachers are moving into support staff positions for the 2019-2020 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 100 staff members which includes administration, teachers, instructional support, and paraprofessionals. As of June 3, 2019, GE had a total number of 644 absences for staff. This averages to approximately 4 absences on campus each day for the 2018-2019 academic year. Absence reasons included: Personal Illness, Family Illness, and Personal Business. Absenteeism increased for the 2018-19 school year. Staff (teachers and paraprofessionals) can only contribute meaningfully to the achievement of the school's goals and objectives when they are available to work. 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, dads, 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 student attendance rate is consistently higher than 97%. 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 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: 50.9% of Golbow's student population is considered at-risk. **Root Cause:** Teachers need additional resources and professional development to more effectively differentiate learning experiences for struggling students.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2018-2019 school year, Golbow Elementary met all three targets

- Domain 1- Student Achievement. Golbow Elementary STAAR Performance: 83
- Domain 2A- School Progress. Golbow Elementary Academic Growth: 74
- Domain 2B - School Progress. Golbow Elementary Relative Performance (Eco. Dis. 53.6%): 83
- Domain 3-Closing the Gaps. Golbow Elementary: 81

These scores result in Golbow Elementary receiving a **2019 Texas Accountability Overall B**. Golbow Elementary received distinctions in ELA/Reading and postsecondary readiness in 2019.

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. TELPAS data from 2018-2019 indicates the need for a focus on ESL and LEP students. The 2018 TELPAS could not be compared due to a change in the scoring criteria. We will still continue to focus on language skills development of ELs and specifically on the listening, speaking, and writing.

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

Grade	2016	2017	2018	2019
First Grade	88%	48%	N/A	61%
Second Grade	48%	54%	N/A	52%
Third Grade	79%	50%	N/A	65%
Fourth Grade	48%	58%	N/A	27%
Fifth Grade	67%	50%	N/A	50%

A comparison of STAAR scores at the Approaches level for All Students level shows that the 2019 scores increased in all areas except math. The largest change is in writing, which increased 10%.

All Grade Levels			
	2017	2018	2019

All Grade Levels			
Reading	82%	83%	85%
Math	84%	89%	85%
Writing	60%	73%	83%
Science	82%	80%	86%

The 2019 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.

2019 STAAR ALL Students	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 rd Math	82%	51%	24%
4 th Math	77%	41%	23%
5 th Math	96%	61%	36%
3 rd Reading	83%	54%	33%
4 th Reading	82%	44%	19%
5 th Reading	92%	68%	36%
4 th Writing	83%	37%	9%
5 th Science	86%	62%	29%

READING

Looking deeper at the comparison between STAAR Reading 2018 and 2019 for all grade levels, the subpopulations revealed:

	STAAR Reading (Approaches)		STAAR Reading (Meets)		STAAR Reading (Masters)		STAAR Reading (Made Any Progress)	
	2018	2019	2018	2019	2018	2019	2018	2019
3 rd Grade	82%	83%	41%	54%	25%	33%	N/A	N/A
4 th Grade	75%	82%	55%	51%	25%	19%	54%	46%
5 th Grade	91%	92%	59%	68%	33%	36%	84%	84%

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 1% decline and a 2% increase for students who made progress.
- Economically disadvantaged students scored 4% higher at the approaches level, 6% higher at the meets level, and 6% higher at the masters level.
- English Learners (ELs) scored 10% higher at approaches, 15% higher at meets, and 13% higher at masters.
- Hispanic students scored 6% higher at approaches, 1% higher at meets, and 4% higher at masters.
- 100% of Gifted/Talented students scored approaches and 100% scored meets.

MATH

Looking deeper at the comparison between STAAR Math 2018 and 2019 are as follows:

	STAAR Math (Approaches)		STAAR Math (Meets)		STAAR Math (Masters)		STAAR Math (Made Any Progress)	
	2018	2019	2018	2019	2018	2019	2018	2019
3rd Grade	85%	82%	49%	51%	23%	24%	N/A	N/A
4th Grade	82%	77%	51%	41%	28%	23%	53%	45%
5th Grade	99%	96%	57%	61%	31 %	36%	71%	84%

Student groups at each level in math revealed the following:

- Special Education scores show students significantly declined in approaches grade level by 15%. Special Education students in 5th grade were 82% in approaches grade level.
- Hispanic students scoring approaches decreased 5%.
- African American students achieving at the approaches level decreased 3%.
- The percentage of White students scoring approaches increased by 1%.
- ELs increased by 7% at approaches. ELs increased by 14% at meets and increased by 7% at masters.
- Asian students scored 100% at approaches.
- GT students scored 100% at approaches and 100% at meets grade level.
- This year 67% of ELs made progress in math.

The most significant finding(s) during the analysis of all math academic achievement data is 5th grade students scoring 96% approaches and the increase in the student meets and masters percentages in 5th.

WRITING

Looking deeper at the comparison between STAAR writing 2018 and 2019, the subpopulations revealed the following:

	STAAR Writing (Approaches)		STAAR Writing (Meets)		STAAR Writing (Masters)	
	2018	2019	2018	2019	2018	2019
4th Grade	73%	83%	47%	37%	8%	9%

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

- White students show an increase of 27% for approaches grade level.
- GT students show 100% for approaches grade level and 100% for meets grade level.
- Special Education students show an increase of 25% for approaches grade level.
- African American students decreased by 3% for approaches grade level and 18% for meets grade level.
- Economically disadvantaged increased by 6% for approaches grade level.
- The special education students increased by 25% for approaches grade level and 14% for meets grade level.
- One student scored an 8 on the composition portion of the writing and 4 students scored a 7.

SCIENCE

Looking deeper at the comparison between STAAR science 2018 and 2019, the subpopulations revealed the following:

	STAAR Science (Approaches)		STAAR Science (Meets)		STAAR Science (Masters)	
	2018	2019	2018	2019	2018	2019
5th Grade	80%	86%	49%	62%	19%	29%

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 increased 14% for approaches grade level, increased 13% for meets grade level and increased 12% for masters grade level.
- Special education students increased by 9% for approaches grade level.
- ELs increased by 49% for approaches grade level, increased 36% for meets grade level and increased 6% for 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, 4th, and 5th grade scored 100% for approaches and meets grade level.

The ELs in 3rd, 4th, and 5th grade increased and scored 75% for approaches, 40% for meets and 13% for masters.

Hispanic students in 3rd, 4th, and 5th grade increased 6% for approaches grade level and 1% for meets grade level and 4% for masters grade level.

Special education students in 4th grade increased 25% for approaches grade level and 7% for meets grade level.

African American students in 3rd grade increased 13% for meets grade level and 6% for masters grade level.

Economically disadvantaged students in 3rd, 4th, and 5th grade increased 4% for approaches grade level, 6% for meets grade level and 6% for masters grade level.

MATH:

GT students in 3rd, 4th, and 5th grade were 100% for approaches and meets grade level.

Economically disadvantaged students in 3rd grade increased 7% for approaches grade level and 5% for meets grade level.

African American students in 4th grade increased 15% in meets grade level and in 5th grade increased 6% for meets grade level.

ELs in 3rd, 4th, and 5th grade increased 7% for approaches grade level, 14% for meets grade level and 13% for masters grade level.

Overall, 96% of our 5th grade students scored approaches grade level.

Overall, 61% of our 5th grade students scored meets grade level which is a 4% increase.

Overall, 36% of our fifth grade students scored masters grade level which is a 5% increase.

SCIENCE:

Overall 86% of our 5th grade students scored approaches grade level which is a 6% increase.

Overall 62% of our 5th grade students scored meets grade level which is a 4% increase.

Overall 29% of our 5th grade students scored meets grade level with is a 10% increase.

ELs increased 49% in approaches grade level, 33% in meets grade level and 14% for masters grade level.

Hispanic students increased 14% in approaches, 22% in meets grade level and 12% in masters grade level.

Economically disadvantaged students increased 8% in approaches, 17% in meets grade level and 13% in masters grade level.

GT students in 5th grade were 100% for approaches and meets grade level.

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, 83% of our 4th grade students scored approaches grade level which is a 10% increase.

Asian 4th grade students scored 100% approaches grade level which is a 17% increase and 75% meets grade level which is an 8% increase.

Hispanic 4th grade students scored 85% approaches which is a 7% increase.

Economically disadvantaged 4th grade students scored 79% approaches which is a 6% increase.

ELs in 4th grade scored 88% approaches grade level which is a 30% increase and scored a 31% meets grade level which is a 14% increase.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR data indicates that 4th Grade Writing performance was 83% with only one 8 and four 7's on the written composition. **Root Cause:** Students are not effectively able to produce cohesive writing and elaborate their writing due to an uneven quality of writing instruction and lack of fundamental written language and editing skills across the grade levels. Teachers need additional resources and training for 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. Additional training is needed for general education staff to differentiate instruction and understand the needs indicated in the IEP goals and accommodations.

Problem Statement 3: The number of students scoring "Meets" and "Masters" performance in reading, writing, math, and science is 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, and balanced literacy components including the Lucy Calkins Units of Study for Reading/Writing/Phonics. 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 5th grade use I-station, Dreambox, running records, Fountas and Pinnell benchmark assessment system, DLAs, campus benchmarks and STAAR (grades 3-5) are focus areas for Kindergarten through 5th grade to assess the student's reading and math level. Dyslexia and LEP instruction use the same standard of assessment as the grade levels of their students. TELPAS is a major assessment for ELs.

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 Stemscoptes, 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 instructional 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 implementing the 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. 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. All 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 continual 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 GE staff members.

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 820 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

- 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 communicate events weeks in advance and send parent communication in a variety of formats and multiple times 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.

Priority Problem Statements

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.

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 2: 50.9% of Golbow's student population is considered at-risk.

Root Cause 2: Teachers need additional resources and professional development to more effectively differentiate learning experiences for struggling students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: STAAR data indicates that 4th Grade Writing performance was 83% with only one 8 and four 7's on the written composition.

Root Cause 3: Students are not effectively able to produce cohesive writing and elaborate their writing due to an uneven quality of writing instruction and lack of fundamental written language and editing skills across the grade levels. Teachers need additional resources and training for effective writing instruction and conferring/conferencing.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: STAAR data reveals that Special Education students score significantly below all other student groups in all subject areas.

Root Cause 4: There is a need for more communication between SPED staff and general education teachers. Additional training is needed for general education staff to differentiate instruction and understand the needs indicated in the IEP goals and accommodations.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: The number of students scoring "Meets" and "Masters" performance in reading, writing, math, and science is below the district average.

Root Cause 5: There is a need to increase personalized learning experiences including real world applications.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events.

Root Cause 6: There is a need to communicate events weeks in advance and send parent communication in a variety of formats and multiple times regarding family and community engagement opportunities.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- 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
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

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

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

Performance Objective 1: By June 2020, 85% of Golbow students taking the STAAR Writing will achieve approaches, 50% meets, and 20% masters.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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 and ensure writing is happening across the curriculum.		Instructional Coaches	Increased STAAR Writing scores and CBA data in AWARE				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 Funding Sources: 211 - Title I Part A - 4212.00						
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 members will analyze writing data and will revise all campus improvement plan strategies as needed.		Instructional Coaches	Increase in students' revising and editing skills				
							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 50.9% of Golbow's student population is considered at-risk. **Root Cause 1:** Teachers need additional resources and professional development to more effectively differentiate learning experiences for struggling students.

Student Academic Achievement

Problem Statement 1: STAAR data indicates that 4th Grade Writing performance was 83% with only one 8 and four 7's on the written composition. **Root Cause 1:** Students are not effectively able to produce cohesive writing and elaborate their writing due to an uneven quality of writing instruction and lack of fundamental written language and editing skills across the grade levels. Teachers need additional resources and training for 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 2:** There is a need for more communication between SPED staff and general education teachers. Additional training is needed for general education staff to differentiate instruction and understand the needs indicated in the IEP goals and accommodations.

Problem Statement 3: The number of students scoring "Meets" and "Masters" performance in reading, writing, math, and science is 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 2: By June 2020, 90% of Golbow students taking the STAAR Reading will achieve approaches, 70% meets and 40% masters.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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.	2.4	Instructional Coaches	Increased STAAR Reading scores				
	Problem Statements: Demographics 1 - Student Academic Achievement 2, 3 Funding Sources: 211 - Title I Part A - 4212.00						
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 members will analyze reading data and will revise all campus improvement plan strategies as needed.		Instructional Coaches	Increase in individual student reading levels				
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.		Fifth Grade Classroom Teachers	Increased STAAR Scores for fifth grade students in reading				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 50.9% of Golbow's student population is considered at-risk. **Root Cause 1:** Teachers need additional resources and professional development to more effectively differentiate learning experiences for struggling students.

Student Academic Achievement

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. Additional training is needed for general education staff to differentiate instruction and understand the needs indicated in the IEP goals and accommodations.

Problem Statement 3: The number of students scoring "Meets" and "Masters" performance in reading, writing, math, and science is 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 2020, 90% of Golbow students taking the STAAR Math will achieve approaches, 70% meets and 40% masters.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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.		Instructional Coaches	Increased STAAR Math scores				
Problem Statements: Demographics 1 - Student Academic Achievement 2, 3 Funding Sources: 211 - Title I Part A - 4212.00							
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.	2.5	Instructional Coaches	Data used effectively to drive the small group math instruction for all student groups in grade PK-5th grade.				
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 some of the junior high students will visit GE students. Student Success Initiative (SSI) requirements will be monitored and appropriate modifications will be put in place.		Fifth Grade Teachers	A smooth transition from fifth to sixth grade for all students				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: 50.9% of Golbow's student population is considered at-risk. **Root Cause 1:** Teachers need additional resources and professional development to more effectively differentiate learning experiences for struggling students.

Student Academic Achievement

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. Additional training is needed for general education staff to differentiate instruction and understand the needs indicated in the IEP goals and accommodations.


Problem Statement 3: The number of students scoring "Meets" and "Masters" performance in reading, writing, math, and science is 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 2020, 90% of Golbow students taking the Science STAAR will achieve approaches, 70% meets, and 40% masters.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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.		Instructional Coaches	Increased STAAR Science scores.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I Part A - 4212.00						
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.		Instructional Coaches	Individual students will increase their overall knowledge of grade level science concepts and vocabulary.				
							

Performance Objective 4 Problem Statements:


Student Academic Achievement
Problem Statement 3: The number of students scoring "Meets" and "Masters" performance in reading, writing, math, and science is 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 5: By June 2020, 90% of Golbow Pre-K and Kindergarten students will master district standards in reading and math.

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

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will be provided with a variety of staff development opportunities and instructional resources to ensure student growth.		Instructional Coaches	A variety of resources will be utilized to meet the academic instructional needs of all students.				
Funding Sources: 211 - Title I Part A - 3000.00							
2) Staff will provide orientations, fliers, and curriculum nights for Pre-K students transitioning to Kindergarten.		Pre-K and Kindergarten Teachers	Pre-K and Kindergarten students and parents will attend an orientation.				
							

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

Performance Objective 6: By June 2020, 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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.	2.6	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.				
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.		Title I teachers, Compensatory education teachers	Students will improve academically in all subject areas targeted with intervention.				
Funding Sources: 211 - Title I Part A - 215667.00, 199 - State Comp Ed - 150000.00							
3) 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	Students will improve academically in all subject areas targeted for intervention.				
							

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

Performance Objective 7: Based on the 2020 STAAR results, at least 70% of Special Education students will score approaches on the STAAR Reading and Math tests.

Evaluation Data Source(s) 7: STAAR results

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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. Learning will be differentiated to meet specific, individual needs of students and staff will receive more staff development on how to meet these needs.		Special Education Teachers, Classroom Teachers	Present Level of Academic Achievement and Functional Performance (PLAAFP) and IEP statements reflecting specific focus TEKS Small gap in the STAAR results between "ALL" and "SPECIAL EDUCATION" sub populations				
Problem Statements: Student Academic Achievement 2							
							

Performance Objective 7 Problem Statements:

Student Academic Achievement
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. Additional training is needed for general education staff to differentiate instruction and understand the needs indicated in the IEP goals and accommodations.

Goal 2: 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Students will set academic goals that ensure continuous improvement, and administrators will monitor progress in conjunction with the instructional coaches and classroom teachers.		Classroom Teachers	Students will monitor and track their own data and write goals for academic improvement.				
2) Golbow Elementary will collaborate across grade levels and as a team to align and enhance classroom assessments and instructional strategies.		Instructional Coaches	Lead4Ward strategies will be utilized in classrooms along with a variety of instructional strategies.				
3) Support new teachers with ongoing professional development sessions, mentor support, and opportunities to observe instruction in other classrooms.		Instructional Coaches, Mentor Teacher	New teachers will grow professionally and be able to implement the new learning in their classrooms on a regular basis.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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.		Administration	Highly qualified teachers and paraprofessionals will be hired and retained at GE.				



= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 3: 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	ELEMENTS	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	There will be an increase in the number of teachers planning and implementing lessons where students have the opportunity to use technology to create and experience unique learning experiences.				
Funding Sources: 211 - Title I Part A - 6000.00, 199 - General Fund - 3000.00							
							


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


Performance Objective 1: Golbow Elementary will allocate resources including staff, facility and financial resources to maximize student learning.


Evaluation Data Source(s) 1: Campus Advisory 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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.		Instructional Coaches	Teachers will provide quality first teach instruction for all students. Reteaching will be done for all students who need assistance to master specific subject content TEKS.				
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.		Instructional Coaches	Teachers will implement ideas they observe during learning walks in other teachers' classrooms.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 5: 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Promote community involvement by providing families opportunities to attend various academic nights to learn how to help students at home. Provide incentives and resources for parents who attend night events. Provide at-risk students with KEYS mentors, Peer Assistance and Leadership (PALS), and additional extracurricular activities.	3.1, 3.2	Instructional Coaches, Teachers	Increase in parents who attend evening events. Increase the number of KEYS mentors and PALS for GE students.				
Problem Statements: Perceptions 1 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.				

Performance Objective 1 Problem Statements:


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 communicate events weeks in advance and send parent communication in a variety of formats and multiple times regarding family and community engagement opportunities.

Goal 6: 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Continue the implementation of Positive Behavior and Supports (PBIS) system through professional development and distribution of materials and resources.		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 - 8247.00							
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 all grade levels.		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>
Ashley Brewer	Academic Support Teacher Math	State Compensatory Education	1
Kimberly Easterling	Academic Support Teacher Reading	State Compensatory Education	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 May 6, 2019 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, teachers and paraprofessionals 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 all stake holders including parents, community members, teachers, administrators, support staff, paraprofessionals, technology staff and special populations personnel 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 Advisory 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 May 6, 2019 to give input for the 2019-2020 CNA, goals and strategies. Throughout the school year, based on students needs, personnel will ensure that all students are provided multiple opportunities to meet the challenging academic standards.

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. We will hold a public meeting in the fall semester and announce where the CIP is available and we will also send this information out in a campus ENews.

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 during extended learning time as well as pushing into classrooms. 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. We regularly review data and provide additional small group instruction or tutoring for all students who need assistance.

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. Students will receive tutorials as needed for reading, math, writing and science.

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 on October 7 and October 18, 2019. This document is in English and Spanish, and copies are also located in our front office area. The Parent and Family Engagement Policy will be reviewed by the Campus Action Team on May 6, 2019 and again on September 23, 2019.

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 Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melissa Freeman	Reading/Math	Title I	1
Rebecca Sustaita	Science/Math Teacher	Title I	1
Sheri Gibson	Reading	Title I	1

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Dr. Ann Lalime	Principal
Administrator	Jeffrey Carrus	Asst. Principal
Administrator	Shelley Holcombe	Asst. Principal
Classroom Teacher	Stacie Radke	1st 2019-2020
Classroom Teacher	Luis Diazzepeda	3rd 2019-2020
Classroom Teacher	Lora Zuazua	K 2019-2020
Classroom Teacher	Courtney Deller	2nd 2019-2020
Classroom Teacher	Angelia Garcia	4th 2019-2020
Classroom Teacher	Jaimie Dobbins	5th 2019-2020
Title 1	Rebecca Sustaita	Title I
Classroom Teacher	Tamara Vasquez	SPED 2019-2020
Classroom Teacher	Katherine Morris	Specials 2019-2020
Community Representative	Jennifer Chavez	Community Member 2019-2020
Parent	Keona Williams	Parent 2019-2020
Parent	Crystal Etuk	Parent 2019-2020
Non-classroom Professional	Melissa Freeman	Non-Prof 2019-2020
District-level Professional	Paul Dunk	District 2019-2020
Parent	Brianna Miller	Parent 2019-2020
Parent	Obi Olonode	Parent 2019-2020
Parent	Adriana Arent	Parent 2019-2020

District 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
3	1	1	Technology Tools		\$3,000.00
Sub-Total					\$3,000.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development, Writing Student Resources		\$4,212.00
1	2	1	Professional Development, Reading Student Resources		\$4,212.00
1	3	1	Professional Development, Math Student Resources		\$4,212.00
1	4	1	Professional Development, Science Student Resources		\$4,212.00
1	5	1	Professional Development Activities		\$3,000.00
1	6	2	Title I Teachers		\$215,667.00
3	1	1	Technology Tools		\$6,000.00
5	1	1	Houston Children's Museum of Natural Science and Parent Resources		\$3,116.00
6	1	1	Professional Development, Social Skills Kits, Self-Assessment Resources		\$8,247.00
Sub-Total					\$252,878.00
Grand Total					\$405,878.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
LORAIN T GOLBOW EL (101914113) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		82	B
Student Achievement		83	B
STAAR Performance	55	83	
College, Career and Military Readiness Graduation Rate			
School Progress		83	B
Academic Growth	71	74	C
Relative Performance (Eco Dis: 53.6%)	55	83	B
Closing the Gaps	86	81	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Not Earned