

**Katy Independent School District**  
**Griffin Elementary**  
**2019-2020 Campus Improvement Plan**

# Mission Statement

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

## Vision

Destination-learning for all!

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

Compass-checked frequently and responded to appropriately.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

At Griffin Elementary, we serve 800 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 2 elementary campuses and host 4 self-contained autism units as well as the CAPP program; a community speech program for pre-schoolers. This year we will add two additional special education units called ASIP to serve high functioning children with Autism who demonstrate difficult behaviors.

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. Last year we provided a training in behavioral supports and academic supports to our instructional para-professionals. This year we will continue with training designed specifically for para-professionals. We will also

accept nominations for para of the year at MGE

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 continued 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. We wouldn't be MGE without continuing our support of the Women's shelter with a Holiday Drive and sponsoring 11 families from our Sister School, Morton Ranch Elementary with good cheer and gifts of toys and clothing.

Narrative about SERVICE and PTA Grants.....After a year of focusing on our community needs following the wrath of Harvey, we developed a Grant Program for teacher teams to request funds for projects that would enhance classroom instruction, grade level projects or learning for teachers. Applications were created. A rubric was devised and both a school and PTA committee created for review and selection of grant award winners. The process began in December and was finalized in January. Teachers wrote grants in February and were awarded monies by April. All purchases were completed by the end of the year. Reflection on the process, timelines and awards indicated great success with timelines beginning earlier in the fall semester following Grizzfest.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students from over 40 different countries and over 40 different states attend Griffin Elementary School In order to meet the needs of these diverse learners implementation of a Workshop Model is needed to grow all learners. **Root Cause:** More effective schedules, lessons and data collection need to be implemented within the Workshop Model with fidelity of implementation, the key.

**Problem Statement 2:** Parents of children who are learning English as a second Language may not have the tools to develop or reinforce concepts and vocabulary in English **Root Cause:** Parent training has been lacking and the school to home resources have been sparse for the Pre K program

**Problem Statement 3:** Children from a variety of cultural backgrounds possess and display a wide range of traits, tolerances and cultural mores. **Root Cause:** Different cultures have different priorities, dynamics and tolerances for behavior. They have different emotional responses considered acceptable within their culture.

# Student Academic Achievement

## Student Academic Achievement Summary

At Griffin, we earned 96 points in index 1. Our overall passing rate was at 92% or greater for each of the tests given. Our lowest score was in 5th grade Science. When looking at reading scores we had a 99% in Third Grade Reading for Approaches, an 84% in Meets and a 55% for Masters. This is a total of 35 points to the positive when including Gains in each of these areas. In Fourth Grade Reading we achieved a 96% in Approaches, an 84 in Meets and a 55 in Masters. These scores indicate a plus eight points from last year, but show significant growth of 32 points overall in the Third graders from 17-18. In Fifth Grade Reading the children scored a 99 in Approaches, an 83 in Meets and a 55 in Masters. We felt that the scores were significant for a team of three teachers; one of whom was a brand new teacher and one who was on FMLA during this school year. In the area of Mathematics instruction in grade # we achieved a 9% in Approaches, a 73 in Meets and a 48 in Masters. In Grade 4 we achieved a 97 in Approaches, an 88 in Meets and a 72 in Masters while in Fifth Grade we achieved a 99 in Approaches, an 83 in Meets and a 67 in Masters. With gains 10-13 points in each of the grade levels in the three areas in math we feel Workshop models are a benefit to children's learning and the planning that we have done for the small group table beneficial for growing all children. An areas of concentration for this year is Science. We fell in the 4th quartile as compared to our peers. With the effort going to plan for small group instruction, the emphasis in Science trailed for us. Work on creating assessments with the end in mind, reexamining the TEKS and building new hands-on activities will be an emphasis for us in the 19-20 school year. We will continue to target our ELLs and 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. We 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. This year with the addition of a new Special Education program, ASIP, we will have additional teachers and paraprofessionals. We will use a similar model to the ELL model we used prior, by assigning an In class support teacher to each grade level in Third, Fourth and Fifth grade and providing a schedule that allots for a common planning time. Long-range planning times will also be provided by providing substitutes for teachers prior to each nine weeks.

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 a Distinction Designation in Academic Achievement in English Language Arts, in the Comparative Academic Growth, in Comparative Closing the Gaps and in PastSecondary Readiness By falling within the First Quartile in each of these within our comparison groups. We scored In the first quartile in Grade 3 Reading performance and area of concentration, and in Fourth Grade in both reading and Writing an area where we fell a few points in the year prior. In Closing the Gaps we achieved a scaled score of 100 along with 22 others in our comparison group. In Academic growth we tied for 7th in our comparison group with a scaled score of 92. And in Postsecondary readiness we fell in the top quartile. We believed that we would gain growth points if we concentrated on planning for small group instruction and the fidelity of implementation of Reading, Writing and Math Workshop Models and that work has paid off in the achievement scores of our children. We just need to perfect the schedules, use of the structure and target specific objectives in the future.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Students from over 40 different states and over 40 different countries attend Griffin Elementary school. In order to meet the needs of these diverse learners implementation of a Workshop Model is needed to grow ALL learners. **Root Cause:** More effective schedules, lessons and data collection need to be implemented within the Workshop Model with fidelity of implementation the key.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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. An emphasis will be made to train SPED teachers in the Calkins approach with study concentrating on Up the Ladder and the Units of Study. Care will be taken to include approved bands of texts in classroom libraries where identified students will be placed.

The Workshop Model used in Writing, Reading, and Math allows our teachers to increase rigor and challenge students on a daily basis. Students have opportunities to read books on their independent level, extend their writing, and explore math topics on a deeper level. Students are also given opportunities to extend their learning through Projects Based Learning that matches their interests. This year binders in paper or online will assist teachers with identifying tracking and targeting as well as documenting small group interventions and supporting the need for further intervention as well as document the growth of ALL children.



Griffin Elementary is committed to preparing our students for a future in a global economy driven by technological advances. To navigate this future our students must be able to adapt to changing technology. Teachers and students at Griffin are comfortable using SMART Boards, document cameras, and computers daily. We are continuing to increase the use of personal devices and iPads in each subject area. These tools are used to access online resources, enhance daily lessons, participate in experiments, make models, and conduct research. We are challenging ourselves to use technology to engage students in the learning process, encouraging students to create products, collaborate with classmates, and share the results with their families. Teams at Griffin are working to build community by using resources such as Seesaw, Canvas, Twitter, Facebook, and Wikis to let our families know about the exciting learning opportunities happening daily. Informative video clips and instructional tips will also be expanded and posted for families to view. We are focused on the increased use of technology and are working toward a 1:1 ratio in 3rd grade (student:iPad) and 1:1 ratio (student:Chrombooks) in 4th & 5th grades through the combined efforts of our local budget and PTA funds. Our students will have the opportunity to use technology in innovative ways as well as practice using technology safely and responsibly. This year with an odd number of classes in both 4th and 5th grade, we have developed an opportunity to provide looping with two teachers, we also have been working to infuse technology into the curriculum within and among these grade levels. Lessons are being developed by these teams and shared with the grade level as part of building engaging lessons for children.

### **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 personal notes, 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. This year we will create a selection process and name our first ever Instructional Para-Professional of the Year.

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. A specific emphasis will be on creating and updating better quality common assessments through professional development and the recreation of common unit assessments is a goal for our campus.

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. 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. We will look for a part-time teacher to meet with select students during the school day on focused TEKS for a grade level or individual students to maximize growth of ALL.

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:** Expertise on the creation of meaningful and effective assessments that inspire and inform students and educators toward continued improvement are either outdated or not written by current faculty. **Root Cause:** reliance on district created assessments and lack of expertise within and among staff.

**Problem Statement 2:** Broadening the expertise of teachers has been the focus at MGE, but our auxilliary staff has not been demonstrating the benefits of this training. **Root Cause:** Specifically designed instruction for para-professionals has not been a priority and other teacher training has not proven beneficial.

## **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 proximal development. Just right books are uncovered when a child's independent, instructional and frustrational reading levels are known through Fountas & Pinnell Benchmarks and a child is taught within that instructional level and asked to read at the independent level daily. Student choice, interests, and levels contribute to book selections and book clubs. Children work within a workshop model with teachers. (see curriculum and instruction) A literacy library has been built and continuously expanded in order to support small group instruction at specific reading levels. We also concentrate 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 look to Ron Clark for ideas to strengthen our community and to provide students with the support they need to contribute positively to the school culture to grow as community members and to learn behaviors that are essential for success. We sent two faculty members to the Ron Clark Academy through a generous donation. They have shared and led the charge to bring houses to Griffin Elementary. Faculty were divided according to the characteristics identified through strengthfinders. Students will be divided in a random selection process. At the beginning of the year Houses (teams), will work to secure points for their house through hard work, great behavior and positive contributions to the community. Meetings and rallies will be held quarterly. Awards will also be given based on points earned.

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

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

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

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

concepts in vocabulary at home.

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, Glow and Read, Mystery Class Readers

1st Grade - Frontier Day

2nd Grade - Expert Night, Fishing Event

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

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

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

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

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

3rd, 4th, and 5th grade - 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 while attending MGE.

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

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

Griffin partners with Morton Ranch Elementary as its Sister School. Sister School involvement includes opportunities to share support for staff through shared trainings, notes of encouragement and sympathy in times of tragedy. Ways that we support the campus have been through early sponsoring of a Surprise Santa for up to 20 families, bringing baked goods to their Monster Mash, and donating educational supplies to classrooms.

## **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:** Children from a variety of cultural backgrounds display a wide range of traits, tolerances and characteristics. **Root Cause:** Different cultures have different priorities, dynamics and tolerances for behavior and emotional responses that are considered acceptable with their culture.





# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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

- 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
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent engagement 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

**Goal 1: To continue the implementation of the Workshop Model in reading, writing and mathematics according to the schedules, and minutes outlined by the instructional coaches for the grade level being taught.**

**Performance Objective 1:** To continue the implementation of the Workshop Model in reading, writing and mathematics according to the schedules, and minutes outlined by the instructional coaches for the grade level being taught to grow all students.

**Evaluation Data Source(s) 1:** STAAR Approaches, Meets and Masters as well as End of Unit, and District Learning Assessments

**Summative Evaluation 1:**

**Goal 1:** To continue the implementation of the Workshop Model in reading, writing and mathematics according to the schedules, and minutes outlined by the instructional coaches for the grade level being taught.

**Performance Objective 2:** Teachers in grades 2, 3, 4 and 5 will create new end of unit assessments in the areas of Reading, Writing and Math to assess and improve student performance

**Evaluation Data Source(s) 2:** ongoing assessments at the small group table as represented in student data binders, End of Unit assessments, STAAR

**Summative Evaluation 2:** Exceeded Performance Objective

**Goal 2: To create a "house system" similar to the one utilized at the Ron Clark Academy to provide faculty and students with another layer of support and belonging at Griffin Elementary and to infuse our positive behavioral supports with the Essential 55 and the district's character trait of the month.**

**Performance Objective 1:** The campus will work with seven other campuses to host and attend a training with Ron Clark at the beginning of the 19-20 school year.

**Evaluation Data Source(s) 1:** Campus and PTA funds

**Summative Evaluation 1:** Met Performance Objective

**Goal 2:** To create a "house system" similar to the one utilized at the Ron Clark Academy to provide faculty and students with another layer of support and belonging at Griffin Elementary and to infuse our positive behavioral supports with the Essential 55 and the district's character trait of the month.

**Performance Objective 2:** The entire campus will be assigned to one of four houses: teachers according to Strengthfinders with at least one house assignment per grade level, CAP programs by class and the rest of the student body by chance with students and parents "sorted" by family. New families to Griffin will be sorted by a spin of the wheel in the front office.

**Evaluation Data Source(s) 2:** Lists of students and faculty members

**Summative Evaluation 2:** Exceeded Performance Objective

**Goal 2:** To create a "house system" similar to the one utilized at the Ron Clark Academy to provide faculty and students with another layer of support and belonging at Griffin Elementary and to infuse our positive behavioral supports with the Essential 55 and the district's character trait of the month.

**Performance Objective 3:** Expand the use of positive praise by assigning House Points for students who receive praise, allot points to teachers who give praise and have a weekly drawing on announcements from each grade level for additional points and praise in front of peers.

**Evaluation Data Source(s) 3:** Creation of a Bulletin Board for each house, weekly drawings on announcements and the use of the app for recording House Points.

**Summative Evaluation 3:** Exceeded Performance Objective

**Goal 2:** To create a "house system" similar to the one utilized at the Ron Clark Academy to provide faculty and students with another layer of support and belonging at Griffin Elementary and to infuse our positive behavioral supports with the Essential 55 and the district's character trait of the month.

**Performance Objective 4:** Establish a committee for creating guidelines for use of the House System, creation of House events like rallies and parties,

allotment of House points and suggestions and ideas for creating traditions and processing suggestions.

**Evaluation Data Source(s) 4:** Agendas, guidelines and implementation of newsletter/advertisements in PP

**Summative Evaluation 4:**

**Goal 2:** To create a "house system" similar to the one utilized at the Ron Clark Academy to provide faculty and students with another layer of support and belonging at Griffin Elementary and to infuse our positive behavioral supports with the Essential 55 and the district's character trait of the month.

**Performance Objective 5:** Infuse character education into the use of the House System using Ron Clark's Essential 55 and the district's character education program.

**Evaluation Data Source(s) 5:** House Points for Character

**Summative Evaluation 5:**

**Goal 2:** To create a "house system" similar to the one utilized at the Ron Clark Academy to provide faculty and students with another layer of support and belonging at Griffin Elementary and to infuse our positive behavioral supports with the Essential 55 and the district's character trait of the month.

**Performance Objective 6:** Create a collection of favorite books for children that represent the Essential 55 and share with faculty and students through the creation of a Bulletin Board.

**Evaluation Data Source(s) 6:** Creation of a Bulletin board.

**Summative Evaluation 6:**

**Goal 2:** To create a "house system" similar to the one utilized at the Ron Clark Academy to provide faculty and students with another layer of support and belonging at Griffin Elementary and to infuse our positive behavioral supports with the Essential 55 and the district's character trait of the month.

**Performance Objective 7:** Take one dozen teacher and administrator representatives to the RCA House Conference in the summer of 2020-2021--July 8-11--to include team leaders or designee to each grade level or department

**Evaluation Data Source(s) 7:** List of attendees to the conference in Atlanta, registration forms and copies of flights

**Summative Evaluation 7:**

### **Goal 3: To create and deliver specifically designed instruction to promote growth and learning for instructional para professionals.**

**Performance Objective 1:** Create specifically designed instruction for the paraprofessionals in the Pre K program to assist with guiding them for small group instruction and within the centers on the Pre K TEKS.

**Evaluation Data Source(s) 1:** Agendas

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Goal 3:** To create and deliver specifically designed instruction to promote growth and learning for instructional para professionals.

**Performance Objective 2:** Create specifically designed instruction for the SPED paraprofessional OR provide opportunity for the SPED paraprofessionals to attend district training for SPED paraprofessionals.

**Evaluation Data Source(s) 2:** Agendas and sign in sheets.

**Summative Evaluation 2:**

## **Goal 4: Provide parents with additional training and resources for support of learning**

**Performance Objective 1:** Provide parents and students with home to school connections in the form of visual maps of the curriculum to build vocabulary and concept development.

**Evaluation Data Source(s) 1:** Provision of the curriculum maps.

**Summative Evaluation 1:**

**Goal 4:** Provide parents with additional training and resources for support of learning

**Performance Objective 2:** Support parents with video-modeling in specific subject areas including math, handwriting, science and social studies.

**Evaluation Data Source(s) 2:** Creation and posting of the videos to support instruction.

**Summative Evaluation 2:**

**Goal 4:** Provide parents with additional training and resources for support of learning

**Performance Objective 3:** Create and deliver a new format for parent orientation that allows for a glimpse into the day and introduces strategies to support learning and carry over into the home.

**Evaluation Data Source(s) 3:** Provision of a newly formatted Parent Orientation.

**Summative Evaluation 3:**



**Goal 5: To provide teachers with training and support for creating better assessments designed to inform and inspire both teachers and students.**

**Performance Objective 1:** Provide training on the creation of assessments with Marlene Portier during teacher professional learning days at the beginning of the school year and follow up during designated PLCs designated as assessment writing days.

**Evaluation Data Source(s) 1:** Agendas and the creation of new assessments in ELA, math and science in grades 2, 3, 4 and 5.

**Summative Evaluation 1:** Exceeded Performance Objective

**Targeted or ESF High Priority**

**Goal 5:** To provide teachers with training and support for creating better assessments designed to inform and inspire both teachers and students.

**Performance Objective 2:** Continue the use of data digs following the administration of any CLAs or DLAs in grades K-5.

**Evaluation Data Source(s) 2:** Work with the coaches during planning time to review and identify areas to celebrate and areas to provide additional attention to within the curriculum.

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

# 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

# 2019-2020 Campus Advisory Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jacqueline Keithan	Principal
Parent	Aderinola Otegbola	Parent
Parent	Maivi DuMont	Parent
Parent	Ravindra Kura	Parent
Non-classroom Professional	Pamela Bland	Nurse
District-level Professional	Nancy Hess	Instructional Officer for office of Gifted and Talented
Parent	Sharma Mukkamala	Parent
Parent	Christine Winterhalter	Parent
Parent	Meng Jin	Parent
Parent	Bosen Du	Parent
Parent	Erol Karakas	Parent
Classroom Teacher	Sterling Blodgett	Special Ed. YCAP Teacher
Classroom Teacher	Carla Morgan	Gifted/Talented Teacher
Administrator	Alice Terwege	Assistant Principal

# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**GRIFFIN EL (101914127) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		96	A
<b>Student Achievement</b>		94	A
<a href="#">STAAR Performance</a>	77	94	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		92	A
<a href="#">Academic Growth</a>	85	92	A
<a href="#">Relative Performance (Eco Dis: 9.5%)</a>	77	85	B
<a href="#">Closing the Gaps</a>	100	100	A

**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	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned