

Katy Independent School District
Griffin Elementary
2024-2025 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Goals	15
Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.	15
Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	16
Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.	20
Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.	21
Goal 5: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.	22
Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.	23
Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.	24
Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.	25
Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	26
Addendums	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

At Griffin Elementary, we serve 804 students grades Pre K-5. Our attendance zone encompasses parts of the neighborhoods of Cinco Ranch and Seven Meadows as well as 2 apartment complexes. For the 2016-2017 school year, Griffin received students from 2 additional Cinco Ranch land use zones that formerly attended Rylander Elementary. In addition to the students officially zoned to Griffin, we also serve as a Pre K hub for overflow from other KISD elementary campuses and host 3 self-contained autism units, one ASIP classroom to serve high functioning children who are on the autism spectrum and demonstrate difficult behaviors, ECSE-an Early Childhood Program for children with special needs, as well as the BEES program; a community speech program for pre-school children. Last year it was predicted that we would fall under 800 in our enrollment, and therefore, we lost a PE, Music teacher and office clerk. We also were given another PreK unit and have returned to the title of hub for PreK in the southwest of the district. This year we add the ECSE program to our campus special education programming. This totals 6 special education programs outside of Resource and In Class support and a Pre K program that will be served on our campus.

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

Demographics Strengths

With diversity comes a richness of culture and desire to connect to and belong to the community. Many of our families value education and seek out high performing campuses where they will have exposure to other worldly children. They are supportive of a strong curriculum that is designed to meet the needs of the child as well as to provide challenges and extensions to the basic curriculum. They are involved in the school community and attend lunch and learns, parent nights, curriculum nights, extra curricular activities and value a sense of belonging and community. They bring a wide knowledge of the world, travel and life centers around the children. They want their children to love learning, acquire the language and use their knowledge to solve problems and perform at high levels. Our community is very supportive and accepting of our special needs populations, embracing their uniqueness, including them in all aspects of campus life and supporting them with things like additions to the motor lab, buddies for field days and materials for the classroom.

Student Learning

Student Learning Strengths

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

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 our instructional coach 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 in the past and were missed this past year after their removal from campus as they were critical in serving as instructional supports in the planning of higher level questions. Students are also supported as they think critically through concrete, representational, and abstract activities during math. A special emphasis will be in ELA to infuse our primary grades with proven practices for phonics and works study. A campus training will kick start the program implementation, materials will be ordered and a schedule built to support all elements are found within a school week.

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

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

Griffin Elementary is committed to preparing our students for a future in a global economy driven by technological advances. To navigate this future our students must be able to adapt to changing technology. Teachers and students at Griffin are comfortable using SMART Boards, document cameras, and computers daily. We are continuing to increase the use of personal devices and iPads in each subject area. These tools are used to access online resources, enhance daily lessons, participate in experiments, make models, and conduct research. We are challenging ourselves to use technology to engage students in the learning process, encouraging students to create products, collaborate with classmates, and share the results with their families. Teams at Griffin are working to build community by using resources such as Seesaw, Canvas, Twitter, and Facebook to let our families know about the exciting learning opportunities happening daily. Informative video clips and instructional tips will also continue to be expanded and posted for families to view. We are focused on the increased use of technology and are afforded the 1:1 student to Chromebook in grades 3-5 due to the district's technology initiative. Our students will continue to have the opportunity to use technology in innovative ways as well as practice using technology safely and responsibly. Over the past several years, partially due to COVID, we have grown across the campus in building engaging ways to deliver instruction and/or have students show what they know through the use of technology. Lessons are being developed by our teams and shared with the grade level as part of building engaging lessons for children. With our technology retrofit two summers ago, outdated technology devices were removed from our campus count and were replaced to the new district standard. For MGE we had already established the 1:1 student to technology device in Grades 3-5, but this meant an overall decrease in devices across the campus. The totals indicated for removal from our current collection totaled 459 devices including Chromebooks and iPads. We will no longer be one-to-one with students to devices in the primary grades. We will have to rebuild or hope that a bond is called to supplement what we are going to receive during the next retrofit. Additionally we used ESSER funds to begin to build back to a one-to-one ratio at the lower levels as we are used to having full class sets in each classroom ready for students to work on a program or project at will.

School Processes & Programs Strengths

Our campus has embraced the use of technology to enhance student learning both for input as well as for student created products. Over the years, through conservation of funds, PTA funding and ESSER funding we have been able to build up resources so as to be close to one-to-one in the primary grades, and now, one-to-one in the intermediate grades. Through COVID our staff and students have become quite technology savvy for both teaching and for learning. In the intermediate grades children have designated devices so as to move with ease into continuing to complete an assignment, revise and edit a draft or work with a computerized programs to enhance knowledge of math facts, problem solving or to practice skills. We volunteered to go to full online assessments the first year that they were offered. Our children were well prepared to complete all assessments online and continue to do so for DLAs, CBAs and the STAAR without needing to stop and gather/share equipment. Moving from classwork to assessments is seamless and will continue to be through the district's one to one initiative in grades 3-5.

Perceptions

Perceptions Summary

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

Planning for instruction is also met within a collaborative model. Team planning is required. An pedagogy coach will meet with grade level based on a formula outlined by the district, set goals with the principal and focus their time on modeling and working with teachers in the classrooms to build instructional techniques and outcomes. Each team will work together to continue to focus efforts on building great first teach. Additional instruction will take place at the BOY to outline what constitutes great lessons and brain compatible lessons for retrieval and long-term retention. 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. Amira is the primary resource for reading support and -----is 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. Student choice, interests, and levels contribute to book selections and book clubs. Children work within a workshop model with teachers. (see curriculum and instruction) A literacy library has been built and continuously expanded in order to support small group instruction at specific reading levels. We also concentrate efforts and monies to expand classroom libraries to meet the independent reading needs of students. Mentor text collections support teachers as they utilize Notice and Note by Beers and Probst, Stephanie Harvey's Comprehension Toolkit, Jennifer Serravallo's work, the structures that underlay our instruction in a Readers' Workshop.

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

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

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

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

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

and banners and became familiar with additional ways to further transform our school culture to be more student-driven and interactive, to give more responsibility to the children. From that we had contests for ROAR leaders, contests to develop video to announce and teach the monthly character traits and to incorporate additional pep rally contests into the mix of what we do.

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

A commitment to the structure of the Readers', Writers', and Math Workshop models in all of our classrooms at Griffin has led to the improved differentiated instruction which better meets the individual needs of our students. A focus on meeting those needs through small group instruction has been the topic of professional development throughout the year. Quality planning is the key to providing best first teach instruction to our students at Griffin. Instructional Coaches collaborate with grade level teams in order to analyze the TEKS within the District Unit Plans to effectively plan for weekly instruction. Attention is paid to make sure that the lessons planned move students through concrete, representational and then abstract forms in Mathematics. Interactive read-a-louds 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 Lead4ward learning progression will be utilized more to assist with identification of areas to concentrate on during planning for small group instruction.

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

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

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

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

Grade level Canvas Pages contain information about curriculum and grade level happenings. Teachers have begun to include videos to explain strategies for learning, glimpses into the classroom, or student projects. CAP classrooms have begun to share regularly with parents on See Saw 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, 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. Two years ago, we also began an NEW annual program called ASIP's Got Talent. It was a performance to showcase the talents of the children who are served in our ASIP class. The children were examined for their particular strengths, an act was created and practiced and performed before a live audience of peers, parents, teachers and grandparents. It was a HUGE success as it offered the spotlight to over twenty children who sang, danced, performed magic, told jokes, or played an instrument. It was a sensational night that showcased our children in brand new ways.

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

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

1st Grade - Frontier Day

2nd Grade - Expert Night, Fishing Event

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

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

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

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

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

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

We also have schoolwide events and fundraisers. GrizzFest is our fall fundraiser and carnival. It has become a true "homecoming" event for our campus with families and junior high school students returning to join in the festivities.

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

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

Last year our PTA sponsored an amazing cultural evening with many countries from around the world sponsoring booths with pictures, costumes, music, food and dance. An outgrowth of this event 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, PALS, KEYS and tutors.

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

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

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

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

Perceptions Strengths

At Griffin Elementary we are on a shared journey to become lifelong learners. Our instruction must first be child-centered. Helping each child be successful is accomplished by planning instruction that is differentiated. A spirit of collaboration allows the staff to support each other in their efforts to facilitate the Reading Workshop, Writing Workshop, Math Workshop, and the 5E Science Models. These strategies allow each child to be accelerated or 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 Love on a Leash (Supporting Pets for Vets), Project Linus, Caps for Cubs (knitted caps for premature babies), and Katy Ministries Food Drive just to name a few.

The Paw Prints weekly newsletter, grade level and teacher CANVAS pages, the Griffin website, and the PTA website inform parents about opportunities to be involved at school. Parents volunteer to take home workbaskets, work in the library, pop popcorn, help in the cafeteria, make copies and laminate in the workroom, read to their child's class, serve as a Watch DOG, and tutor or host learning labs with students on a weekly basis. The PTA also has a once a semester activity called "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, the 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 Griffin community classrooms with donations to purchase unique materials for innovative teaching.

Our Meet Your Teacher event will be in person this year, Cheers and Tears returned to the cafeteria last year so that new to Griffin parents can meet administrations an PTA Board members and become acclimated to our culture. We continues throughout the year to bring back all of our events prior to COVID resulting in a "beary" busy and exciting year. We will continue to look for other ways to involve parent volunteers, to assist with teaching and learning materials, raise morale and promote community while keeping staff and students safe.

The house system implemented during the 19-20 school year was a phenomenal success based on increases in student spirit, numbers of points earned, informal feedback from teachers and parents and students. The community LOVES the house system and claim it provides additional ways for students to feel as though they belong, have a family within the school and a group to which they immediately feel welcome and can say they belong. This was most important to children who have come to Griffin from over forty different countries around the world. This system continues to bring our campus together in friendly competition, a sense of belonging while building camaraderie and support to faculty and students. We competed in curricular events, fundraising and athletic activities. Every day we post the points earned on a screen in the main hallway. The first thing students do is to check out the latest point winners and the team totals. Flags honoring the leaders are displayed in the foyer by the gym. We honor winning teams for the year by using their color as the background for t-shirts and publications the following year. this tends to promote the team challenges posed throughout the year and keeps houses active all summer with math and reading contests. This past year saw some stiff competition with the houses, New chants and cheers and a BIG change came through the competition during the Grif"fun" Run with individual race points, house spirit points and fundraising points stacking up against the competition. Amistad came out on top for the year and will be honored for their

determination and persistence.





Goals

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: The faculty at MGE will use the 6 Phases of Learning to engage the learner and increase student learning in ELAR in third and fourth grade from the average of approaching, meets and masters by 2% in each grade level.

Evaluation Data Sources: STAAR results in 3rd and 4th grade

Strategy 1 Details	Reviews			
<p>Strategy 1: The administration team will complete a book study on the work of Bryan Goodwin and Kristin Rouleau, the New Classroom Instruction that Works, the best research-based strategies for increasing student achievement.</p> <p>Strategy's Expected Result/Impact: Through the understanding of the 6 Phases of Learning the teacher's planning and implementation of lessons will result in an increase in student engagement, transfer of knowledge to long-term memory and student's ability to apply learned skills at higher levels. This work will serve as the basis for designing instruction for the staff at the beginning of the year, to focus attention on the use of model to design lessons with the 6 phases of learning.</p> <p>Staff Responsible for Monitoring: Instructional coach, principal and assistant principals</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use the 6 phases of learning to examine their own practice and set goals for the improvement of their delivery and response to the learner and to help students set goals for their learning based on prior and continuing data points throughout the year.</p> <p>Strategy's Expected Result/Impact: The impact from the training will result in reflection on the part of the teacher to improve their practice using the model.</p> <p>Staff Responsible for Monitoring: Instructional coach, principal and assistant principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Griffin Elementary 3rd Grade students who achieve meets and above in Reading will increase to 82% by July 2025.

HB3 Goal

Evaluation Data Sources: STAAR

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.





Performance Objective 3: HB3: The percent of Griffin Elementary 3rd Grade students who achieve meets and above in Math will increase to 76% by July 2025.

HB3 Goal

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.





Performance Objective 4: Increase the number of students participating in the campus Coordinated Health Program

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 1: At Griffin Elementary School, we will continue to monitor attendance and offer incentives to improve daily attendance through the use of RaaWee, the district plan of action and student incentives for daily attendance by .05%.





Strategy 1 Details	Reviews			
<p>Strategy 1: During unannounced dates (especially high absence frequency dates), students names will be called on morning announcements and brought to the studio where they will be given community partner coupons and a spot on the announcements.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rate and increase in student performance</p> <p>Staff Responsible for Monitoring: ADA, registrar, administrative team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will communicate and follow the protocols outlined by the district for students who have unexcused absences by having the teacher reach out to the parents with a phone at three unexcused absences, the principal will call the parents at six unexcused absences and at 10 unexcused absences the principal and a designee will make a home visit.</p> <p>Strategy's Expected Result/Impact: Increase in attendance and increase in student performance</p> <p>Staff Responsible for Monitoring: ADA, registrar, administrative team.</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Goal 5: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: MGE will send teachers and administrators to national conferences in ELAR, Math, Science and Technology, Learning and the Brain and Leadership.

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify national conferences in the areas of ELAR and Learning and the Brain for teachers to apply to attend. Send a group of teachers and administrators to the conference with the stipulation of returning to campus to build and present information to enhance the campus's teaching and learning.</p> <p>Strategy's Expected Result/Impact: Teachers who are motivated to continue their path of life-long learning while also building teacher leaders and experts within the campus.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MGE will select a group to create a presentation and submit it for consideration at state or national conference.</p> <p>Strategy's Expected Result/Impact: Teachers who are motivated to continue their path of life-long learning while also building teacher leaders and experts within the campus.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: MGE will continue to use the House System to foster student leadership, foster academic commitments and build a community of learners.

Evaluation Data Sources: Parent, staff and student surveys regarding the House System. Participation in House Challenges

Strategy 1 Details	Reviews			
<p>Strategy 1: MGE will host scheduled pep rallies with games and competitions for House Points. The participants will be chosen from those with high daily attendance and points earned throughout the year for making good choices.</p> <p>Strategy's Expected Result/Impact: Positive school culture and fostering of school spirit</p> <p>Staff Responsible for Monitoring: Instructional coordinator, House Council sponsors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MGE will continue to sponsor curriculum contests in math and reading that offer points for completion. Points will be expanded to include student-nominated Principal Awards for monthly character traits by Heads of House.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students participating in academic challenges, increase in targeted skills, building of student leaders and school spirit</p> <p>Staff Responsible for Monitoring: Principal, sponsors of House Council, instructional coach, librarian</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Addendums

