

Katy Independent School District
Griffin Elementary
2026-2027 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 750 students in grades Pre-K-5. Our attendance zone encompasses parts of Cinco Ranch and Seven Meadows neighborhoods, as well as 2 apartment complexes. For the 2016-2017 school year, Griffin received students from 2 additional Cinco Ranch land use zones (69C and 69D) 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 1 self-contained autism unit, 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 preschool 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 added the ECSE program three years ago to our campus special education programming. This totals four special education programs outside of Resource and In-Class support and a Pre-K program that will serve our campus. This year our YCAP program was moved to Cardiff Junior high and the teacher sent to an existing program at Creech Elementary School. At MGE, we serve children from over 38 countries who speak over 40 languages. Over 30% of our population is at-risk due mainly to having English as a second language. Additionally, we host five special education programs with children coming to us from across the district for these special programs. This enriches our lives, but also brings about its own special problems.

Demographics Strengths

Diversity brings a richness of culture and a desire to connect to and belong to the community. Many families value education and seek out high-performing campuses where they will have exposure to other international 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, extracurricular activities, and value a sense of belonging and community. They bring a vast knowledge of the world, travel, and life centered 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The uniqueness and diversity of our community brings about a set of challenges to grow all children requiring personalized learning experiences and use of formative assessments.

Root Cause: We serve students coming to us with vastly different educational backgrounds from 39 countries, speaking 39 languages while at the same time serving a community with 23-27% of the students meeting the eligibility for Special Education services.

Problem Statement 2 (Prioritized): With children from around the world there are hurdles to forming a community of learners.

Root Cause: Our community is comprised of children from 39 countries around the world.

Problem Statement 3: With the district realignments of the use of a balanced assessment approach and MAPs as a formative assessments it is necessary to training the students teachers, administrators to guide differentiation and identify the zone of proximal development to ensure student growth for all.

Root Cause: Response to the suggestions stemming from the KISD District's Assessment committee.

Problem Statement 4: Capitalizing on the strengths and resources of the stakeholders which is comprised of families from around the globe is a challenge.

Root Cause: Our community is made up of a transient population with temporary ties to schooling in the US.

Problem Statement 5 (Prioritized): Our community does not typically adhere to the school calendar, extending the number of typical absences for their children through traveling.

Root Cause: Our parents, from around the world, tend to extend the districts holidays to travel the US while stationed in the US and also extend their holidays to travel to their home countries.

Student Learning

Student Learning Strengths

Students have been responsive to the Workshop model for reading, writing, and math instruction. As a whole, our children do well on all cumulative assessments, including STAAR. They are met where they are throughout the year, and as a result, grow steadily based on the study of the data. Direct instruction happens in mini-sessions and is immediately followed up with practice of 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 children's instructional needs and interests engage and extend the children in their learning. All support programs are designed to occur AFTER first teach and during independent instructional rotations. Support is provided either as “push in” or “pull out” models. All ELL and SPED support personnel have opportunities to long-range plan as well as weekly plan with their grade-level team.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Creating modifications and accommodations for a high special education population can be very time consuming. Training in the use of SMART technologies and AI can assist with efficiency and effectiveness.

Root Cause: Our Special Education population extends from 23-27% requiring accommodations and modifications to the curriculum.

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Problem Statement 5: The number of applicants for posted positions over the last few years has diminished. The lack of applicants paired with the number of staff who are approaching retirement age presents problems for maintaining a high quality staff at MGE without incentives to continue in the profession.

Root Cause: The number of staff approaching retirement, the lack of qualified applicants and the diminished number of graduates in the school of education.

School Processes & Programs

School Processes & Programs Summary

Griffin Elementary enjoys a positive work environment. Teachers are supported by administrators who have an open-door policy. An active Professional Learning Community facilitated by the Instructional Coach and Instructional Coordinator, as well as 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 begin again collaboratively with students to set personal goals in ELA and Math.

We will put in place mentoring and ongoing professional development to ensure 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 or review common assessments, analyze data, and utilize prerequisite skills. 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 teacher 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 higher level questions. Teachers work together to ensure depth of knowledge and cross-curriculum connections. Students are also supported as they think critically through concrete, representational, and abstract activities during math. In ELA, the primary grades used structured literacy for phonics and word study, focusing on blending, segmenting, and onset rhyme as well as using phonetic patterns for encoding and decoding. A campus training will kickstart the MAPS assessment and usage throughout this school year. Ambassadors for K-1, 2-3, and 4-5 were designated and given additional training through the district. This will continue throughout the first year of application with those ambassadors bringing back information, training, and distribution of new learning to teaching staff.

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. Data from the NWEA MAPS reading Growth Measure and Amira targets areas of need and promotes growth in ELAR. The past year, checkpoints as well as Dreambox were used to target students' areas of need in Math. This year, the NWEA MAPS assessment will lead us to identify areas of strengths and weaknesses in ELAR, Math and Science (for 5th grade only). These will be administered at the beginning, middle and end of year. ScoreCBAs will help to identify academic needs of students as well as evaluate our programs of instruction.

This year a new campus program standard will be used. 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 model by the classroom teacher, small groups with intervention specialists, in-class support from the ESL staff, and the After School Academy or Bear Camp during the summer. 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. A summer camp was slated to support students who require additional support, as evidenced by summative assessment data in third and fourth-grade students. This camp was also going to address the needs of students who failed STAAR and require HB 1416 hours. A review of the data from MAPS, KLAS and CBAs indicated a need for further attention to current students as they prepared for the end of the year assessments. It was decided to sue the funding to create Before and After School programs to increase growth prior to the state assessment (STAAR) administration given to 3rd through 5th grade students.

The workshop model used in writing, reading, and math allows our teacher to increase rigor and challenge students daily. 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 Project-Based Learning that matches their interests. This year, binders in paper or online will continue to assist teachers with identifying, tracking, and targeting as well as documenting small group interventions and supporting the need for further intervention, as well as documenting 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.

Students will engage in data-driven goal setting. They will use their formative assessments and summative assessments to identify personal areas of growth and with teacher assistance develop a plan for themselves and a self-tracking system. This past year, we saw an increase in the fidelity of their use. Model teachers in both 5th grade and the SPED department led the way and will serve as catalysts for the training and follow through as coaches for particular groups and individual teachers this fall.

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 continue 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, Class Dojo, and Remind to let our families know about the exciting learning opportunities happening daily. Informative video clips and instructional tips will continue to be expanded and posted for families to view. Due to the district's technology initiative, we are focused on the increased use of technology and are afforded the one-to-one student-to-Chromebook ratio in grades 3 through 5. Our students will continue to have the opportunity to use technology in innovative ways and 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. With the recent research outlining the benefits of the use of

handwriting and the effects it has on building brain connectivity and the positive effects it has on memory, we will emphasize the use of paper and pencil tasks for building recall and promoting written language skills in the primary and intermediate grades.

School Processes & Programs Strengths

Our campus has embraced the use of technology to enhance student learning, both for input and for student-created products. Over the years, through conversation of funds, PTA funding and Esser funding we have been able to build up resources to be close to one to one in the primary grades, and now, one to one in the intermediate grades throughout COVID our staff and students have become quite technology savvy for both teaching and learning. In the intermediate grades, children have designated devices to move with ease into continuing to complete an assignment, revise an edited draft, or work with a computerized program 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 KLAs, CBAs, LMAs, MAPS, Interims, and the STAAR without needing to stop and gather shared equipment. Moving from classwork to assessments is seamless and will continue to be through the district's one-to-one initiative in grades 3 through 5. AI will enhance our immediate use of data points by providing right there activities and measures to promote student learning in areas of need.

Problem Statements Identifying School Processes & Programs Needs

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Perceptions

Perceptions Summary

Perception 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 to achieve LEARNING FOR ALL. Our path is one paved in a safe, positive, and nurturing environment, where progress is monitored frequently in various ways and is 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 lifelong learners and that everyone is on the continued path towards successful learning. Records of learning matter. They are examined for patterns of strength and weaknesses, previous supports, test scores, plans, and services of intervention. Like models of campus resources are matched and 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 MTSS, 504, or special education, children are regularly looked at by a collaborative service team.

Planning for instruction is also met within a collaborative model. Team planning is required. A pedagogy coach will meet with grade levels 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 a great first teach. Additional instruction will take place at the beginning of the year to outline what constitutes great lessons and brain-compatible lessons for retrieval and long-term retention. Special education 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 ESL support and Special education support. Reading, dyslexia and math support programs provide pull-out and push-in instruction models. Amira is the primary resource for reading support, and Lexia Core is included as part of the special education 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, interest, and student-determined readability contribute to book selections and book clubs. Children work within a workshop model with teachers. A literacy library has been built and continuously expanded in order to support small group instruction at specific reading levels. We also concentrate our efforts and money on expanding classroom libraries to meet the independent reading needs of students. Our mentor text collection supports teachers as they utilize *Notice and Note* by Beers and Probst, Stephanie Harvey's Comprehension Toolkit, Jennifer Serevallo's work, and the structures that underlay our instruction in a reader's workshop.

In math, the workshop model is also used with emphasis on the CRA model of instruction. New concepts are introduced concretely before being introduced to children where they are expected to work with the representational or abstract algorithm. Hands-on learning is prioritized during large-group and small-group instruction. Singapore math strategies are used in K through 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 one, two and three-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 that kids can read what 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. Morphology and Word Study help our readers grow by looking at and building word families, sight word knowledge, and root words, 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 through a teacher conference or strategy lesson with identified weaknesses and next steps. HMM has phonics, phonemic awareness and grammar components as part of the foundational skills. This along with the work of Patricia Cunningham and Timothy Rosinski, Jeff Anderson's grammar and conventions, and Jennifer Serravallo's Writing Strategies, underlies our instruction in Writers Workshop lessons and work at the small group table work. This year, we are continuing to use some of the strategies that were successful for a primary population in the past. They are research-based practices and included in our weekly schedule are the use of word ladders, word wall activities, alphabet arches, use of decodable text, word family studies, and phonemic awareness activities.

Science instruction focuses on implementing the 5E model and providing 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 4th and 5th grade have committed to trying and expanding the use of ADI (argument-driven inquiry) and strategies for completing science inquiry. Teachers have also engaged in summer PD and the use of information from Think Big for the teaching of science.

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. We are working on students' inquiry with primary and secondary sources to enhance higher-level thinking.

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 these routines, 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 opportunities to achieve their goals, and the maintenance of a school environment that is safe, respectful, and responsible. We do all this through a variety of efforts including implementation of the district's character traits, anti-bullying lessons and activities, grade level principle 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 a community member, 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 StrengthsFinder. Students will be divided in a random selection process. At the beginning of each year, students 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. Several years ago, we sent a team of four to Ron Clark Academy to see the program in action, 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 transform our school culture further to be more student-driven and interactive, and give the children more responsibility. From that, we had a contest for world leaders, a contest to develop video, to announce and track the monthly character traits, and to incorporate additional pep rally contests into the mix of what we do. A committee will be created to teach students to plan, prepare, and host school celebrations: a hostess committee. A new faculty member, who came to us from another Ron Clark campus, brings her experience and drive to lead the way this year in finding new and exciting ways to bring leaderships, school spirit and service to our community.

At MGE, we are fortunate to have families rich in culture, work experience, and financial resources. As part of our mission and vision, we use these resources to improve our school and expect to serve the community beyond the schoolhouse doors. Every other year, our community has a cultural festival with booths, dances, attractions, and food shared to teach about each culture. THE BEST EVER International Festival was held this past year with 23 countries creating booths and sharing their culture, foods, dance and songs with our school community.

A commitment to the structure of the Reader's, Writer's, and Math Workshop models in all classrooms at Griffin has led to improved differentiated instruction, which better meets the individual needs of our students. Focusing on meeting those needs through small group instruction has been the topic for professional development throughout the year. Quality planning is the key to providing the best first teach instruction to our students at Griffin. Teams collaborate to analyze the TEKS within the district unit plans to plan for weekly instruction effectively. Attention is paid to ensure that the planned lessons move students through concrete, representational, and abstract forms in Mathematics. Interactive read-alouds with accountable talk supported deeper comprehension of text in reading. Common assessments are created or reviewed prior to the start of a new unit in order to focus further and guide instruction. The analysis of assessment data by the instructional coach and teachers is used to make reteaching decisions, purchase materials, or restructure our planning for learning within current units of study and for future lessons. The Lead4Ward learning progression will be utilized more to assist with the 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 the continued continuity of the program of instruction. In addition to data sources, grade-level teams will examine MAP data and learning progressions to identify prerequisite skills and learning gaps within the curriculum. Our response to digging through the data is to utilize what we know and who we know to improve instruction and augment student learning. This past year, a principal intern worked with the 5th grade team to build a pilot program using reflective logs after uncovering a deficit in our data. This pilot program resulted in improving the student's understanding and confidence in -----as well as a 2% increase in our overall reading scores in ELAR on the STAAR test. The success of students as a result of this kind of work will continue with a focus on broadening the consistency of implementation on student goal setting.

Family and Community involvement are valued at MGE. We connect, inform, invite, and collaborate in a variety of fashions. A weekly newsletter called Paw Prints is created to inform parents about programs and events. An electric marquee updates our community by flashing upcoming reminders, events, and invites. Families are also informed about their specific grade level through Canvas and team newsletters.

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. During the next two weeks, grade-level orientations are held 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, and research that pertain to initiatives or research that guide our practice. We have extended the Lunch and Learns to evenings to include working parents. This past year, we offered Lunch and Learns to parents to assist with the use of technology-generated programs at home, 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 in 2024. In 2026, plans to share Conscience Discipline strategies and building self-regulation in children is planned.

Grade-level Canvas Pages contain information about curriculum and grade-level happenings. Teachers have begun to include videos explaining learning strategies, glimpses into the classroom, or student projects. Help with this will come from the district C and I Hub. CAP classrooms have begun sharing 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 to see what we have learned, showcase our work, or 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 play volunteers, fifth grade choir moms and dads, lunchroom volunteers, teacher work baskets, workroom volunteers, Literacy Library volunteers, registration for Pre-K and Kindergarten, Reed Deed Run, Grizzfest (Griffin Carnival), Mother/Daughter and Father/son events, fishing club, Project LINUS, Griffin Gardners, 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/staff basketball game, Spelling Bee, yearbook, Yearbook signing night, school beautification, homeroom coordinators and volunteers, KEYS mentors, First grade Frontier night, and Second grade Expert night. We also host an international event OR a talent show every other year. We also began a new annual program called ASIPs Got Talent two years ago. It is a performance to showcase the talents of the children served in our ASIP class. The children were examined for their particular strengths, and an act was created, practiced, and performed before a live audience of peers, parents, teachers, and grandparents. It is a huge success as it offers the spotlight to over 20 children who sing, dance, perform magic, tell jokes, or play an instrument. It is a sensational night that showcases our children in a brand new way for three years and counting. Our Griffin Gardeners groups is a collaborative between faculty, students, parents and the Gardening Club at 7 Lakes High School. It allows for the integration of farm to table activities as well as a pseudo high school mentoring opportunity for our children. Not to mention, it grows a love of learning and gardening, too.

We also paired a PTA event with a House event for a new look on the annual fundraiser and Griff "FUN" Run. The event raised over \$30,000 for three years in a row to fund teacher grants for Innovative teaching materials for our staff, provided a spirit-filled event, and brought parents onto the campus while showcasing the fitness levels of our children through our running club. We also raised \$60, 000 to build a share cover-completed in two parts over two years, for our basketball courts. Upcoming years will highlight additional goals for upgrading our playground with new structures. This goal-setting, we believe, has assisted us with a greater yield on our fundraising efforts.

Kindergarten - Fall Festival, Rodeo, Art in the Park, 100th Day Parade, Glow and Read, Mystery Class Readers
1st Grade - Book Bistro, "Turkey" Disguise Parade, 101st Day of School, Holidays Around the World
2nd Grade - Expert Night, Holidays Around the World, Balloon Parade, Meet the Author Night
PreK, K, 1st, and 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) Reed Deed Run
4th Grade - Musical, Writing Camp, Book Club Tea, Reed Deed Run
5th Grade - Super Bowl, Fifth Grade Choir, Fishing Field Trip, Reed Deed Run
4th and 5th Grade collectively sponsor Caps for Cubs (knitted caps for preemies)
3rd, 4th, and 5th grade - House Council, ROAR leaders

We also have school-wide 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 students returning to join the festivities, which include games, face painting, food, inflatables, a petting zoo, and an auction.

Our Griffin family annually 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 various formats, ranging from Individual nights per curriculum area to a bang-up event to incorporating all subject areas, villains, a "theft," and a mystery or logic puzzle to unfold. This past year, our 20th year, we celebrated with an amazing night of curriculum and intrigue as famous Grizzlies were unveiled and linked to the mystery of the missing poster. This was formatted in the fashion of the game of CLUE with clever academic tasks and where interviews on morning announcements uncovered clues to "who done it and where: within our 20's themed evening and the mystery of the stolen sign align to uncover the culprit.

Our PTA sponsored an amazing cultural event, with booths from many countries around the world featuring pictures, costumes, music, food, and dance. An outgrowth of this event was the formation of a program called Mind the Gap, renamed Griffin Greeters. This program aims to support newcomers from a country with a returning family from the same country who speak their language and serve 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 D.O.G.S program, 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 D.O.G.S, to monthly breakfasts, morning announcement appearances, the creation of a hallway mural for Volunteers of the Year, and recognition during the annual VIPs breakfast and an annual campus luncheon.

Griffin partners with Morton Ranch Elementary as its Sister school. Sister School involvement includes opportunities to support staff through staff-shared training and notes of encouragement and sympathy in times of tragedy. Ways that we support the campus have been early sponsorship 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 and is sponsored by our PTA. We have supplied monies to support their parent nights by providing opportunities to feed the families in attendance to draw more participation for the event.

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 Kids Egg Hunt, which again was tons of fun and a real morale booster. It has become an annual event. We also set up calendars this past year to boost morale with fun activities, special days, and special treats - and a bulletin board for faculty-to-faculty recognition. We celebrated 6 retirees this past year along with the promotion of a staff member for the Human Resources Department and the alternative certification program.

We will revisit service projects each year to align them with the passions of those currently teaching at MGE. A day will be set aside to brainstorm and discuss what projects to keep and which ones to abandon and revamp for the upcoming years. The work will continue with this yearly.

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 differentiated instruction. 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 work baskets, work in the library, help in the cafeteria, make copies and laminate in the work room, read to their child's class, serve as a Watch D.O.G.S., and tutor or host learning labs with students every week. The PTA also has a once-a-semester activity called "Work Basket 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, Book Bistro, Veterans Day presentation, the Living Museum, fishing expedition, and choir programs, to name just a few.

Family events at night and on weekends are very well attended at MGE. The "Who Stole the 10?" and other mystery nights combined with mysterious curriculum night activities continues to be hugely successful by providing engaging activities in each curriculum area. PTA continued the community building by sponsoring their annual Carnival and adding a fantastic multicultural night. Our annual Griff"FUN" Run brought families together again and gave back to the Griffin community classrooms with donations to purchase unique materials for innovative teaching and additions to the playground.

Our Meet Your Teacher event continues to be in person each year. Cheers and Tears greets the families in the cafeteria on the first day of school so that new Griffin parents can meet Administration and PTA, board members, and become acclimated to our culture. 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 and expanding or substituting how we do things and welcoming ideas from around the world.

The house system implemented during the 19-20 school year was a phenomenal success based on increased student spirit, number of points earned, and informal feedback from teachers, parents, and students. The community LOVES the house system and claims 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 welcoming and can say they belong. This was most important to children who have come to Griffin from over 40 countries. This system continues to bring our campus together in friendly competition, a sense of belonging, while building camaraderie and support among 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 team totals. Flags honoring the leaders are displayed in the foyer by the gym. We honor winning teams for the year by using their colors as the background for t-shirts and publications the following year. This sense promotes the team challenges posed throughout the year and keeps house activity 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 Griff "FUN" Run with individual race points, House spirit points, and fundraising points stacking up against the competition. Our expansion of student-led activities and committees brought student evaluations into the library to assist with the volunteer luncheon. They assisted in setting up tables, setting up displays, and creating balloon arches. This committee will be extended next year to interested and responsible students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our community does not typically adhere to the school calendar, extending the number of typical absences for their children through traveling.

Root Cause: Our parents, from around the world, tend to extend the districts holidays to travel the US while stationed in the US and also extend their holidays to travel to their home countries.

Problem Statement 2: The number of applicants for posted positions over the last few years has diminished. The lack of applicants paired with the number of staff who are approaching retirement age presents problems for maintaining a high quality staff at MGE without incentives to continue in the profession.

Root Cause: The number of staff approaching retirement, the lack of qualified applicants and the diminished number of graduates in the school of education.

Problem Statement 3 (Prioritized): With children from around the world there are hurdles to forming a community of learners.

Root Cause: Our community is comprised of children from 39 countries around the world.

Problem Statement 4: Capitalizing on the strengths and resources of the stakeholders which is comprised of families from around the globe is a challenge.

Root Cause: Our community is made up of a transient population with temporary ties to schooling in the US.

Priority Problem Statements

Problem Statement 1: The uniqueness and diversity of our community brings about a set of challenges to grow all children requiring personalized learning experiences and use of formative assessments.

Root Cause 1: We serve students coming to us with vastly different educational backgrounds from 39 countries, speaking 39 languages while at the same time serving a community with 23-27% of the students meeting the eligibility for Special Education services.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: With children from around the world there are hurdles to forming a community of learners.

Root Cause 2: Our community is comprised of children from 39 countries around the world.

Problem Statement 2 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 3: Our community does not typically adhere to the school calendar, extending the number of typical absences for their children through traveling.

Root Cause 3: Our parents, from around the world, tend to extend the districts holidays to travel the US while stationed in the US and also extend their holidays to travel to their home countries.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Creating modifications and accommodations for a high special education population can be very time consuming. Training in the use of SMART technologies and AI can assist with efficiency and effectiveness.

Root Cause 4: Our Special Education population extends from 23-27% requiring accommodations and modifications to the curriculum.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Goals

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

Performance Objective 1: 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			
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. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The students will track their performance in the walking/running club, set individual goals and receive rewards for their accomplishments to promote health and fitness Strategy's Expected Result/Impact: With the tracking and posting of individual student laps throughout the year the number of marathons logged by students. Staff Responsible for Monitoring: Coach Fobian Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The uniqueness and diversity of our community brings about a set of challenges to grow all children requiring personalized learning experiences and use of formative assessments. Root Cause: We serve students coming to us with vastly different educational backgrounds from 39 countries, speaking 39 languages while at the same time serving a community with 23-27% of the students meeting the eligibility for Special Education services.

Student Learning

Problem Statement 2: The uniqueness and diversity of our community brings about a set of challenges to grow all children requiring personalized learning experiences and use of formative assessments. **Root Cause:** We serve students coming to us with vastly different educational backgrounds from 39 countries, speaking 39 languages while at the same time serving a community with 23-27% of the students meeting the eligibility for Special Education services.

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

Performance Objective 1: Teachers will utilize formative and summative assessments of children to build collaboratively build goals with them, to teach them during small group lessons as well as to track performance using data binders.

High Priority

Evaluation Data Sources: DLAs, KLAs and STAAR and MAPs results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend a BOY training on assisting students with creating personal goals and creating and maintaining the use of individual student data charts. Strategy's Expected Result/Impact: Increase or maintenance of growth on STAAR in reading and math Staff Responsible for Monitoring: Teachers and administration TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: Fifth and special education teacher to host PD on using the data to drive small group instruction and continuous data collection. - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will create and track SLO goals that utilize student data from CBAs, KLAs and STAAR to increase student performance on formative and summative assessments. Strategy's Expected Result/Impact: Continued growth on STAAR reading and math. Staff Responsible for Monitoring: Teachers and administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: Data dig with reflective conversations at BOY STAAR assessments and following MAP assessments or quarterly CLI assessments. - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will collect data from formative and summative assessments and help students to create and track performance on personal goals and objectives. Strategy's Expected Result/Impact: Improved student performance on areas of weakness. Continued growth for all students on standardized and state assessments. Staff Responsible for Monitoring: APs, Principal, EB Specialist and Instructional Coach Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will work with students to examine the data from formative and summative assessments to create, track and master individual student goals. Strategy's Expected Result/Impact: Student ownership of goals and objectives will motivate and inspire the learner and foster commitment to learning and growing. Staff Responsible for Monitoring: Teachers and Assessors Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The uniqueness and diversity of our community brings about a set of challenges to grow all children requiring personalized learning experiences and use of formative assessments. Root Cause: We serve students coming to us with vastly different educational backgrounds from 39 countries, speaking 39 languages while at the same time serving a community with 23-27% of the students meeting the eligibility for Special Education services.
Student Learning
Problem Statement 2: The uniqueness and diversity of our community brings about a set of challenges to grow all children requiring personalized learning experiences and use of formative assessments. Root Cause: We serve students coming to us with vastly different educational backgrounds from 39 countries, speaking 39 languages while at the same time serving a community with 23-27% of the students meeting the eligibility for Special Education services.

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 3rd grade students who achieve meets and above in Reading will increase to 91% by July 2027.

HB3 Goal

Evaluation Data Sources: 2027 TEA Accountability Report

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 3rd grade students who achieve meets and above in Math will increase to 82% by July 2027.

HB3 Goal

Evaluation Data Sources: 2027 TEA Accountability Report

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%.

Evaluation Data Sources: The district tracking and records of attendance. The campus's success on meeting the goals set by the district each quarter.

Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase in attendance rate and increase in student performance Staff Responsible for Monitoring: ADA, registrar, administrative team ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 5 - Student Learning 4 - School Processes & Programs 5 - Perceptions 1 Funding Sources: Coupons from local vendors - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase in attendance and increase in student performance Staff Responsible for Monitoring: ADA, registrar, administrative team. Problem Statements: Demographics 5 - Student Learning 4 - School Processes & Programs 5 - Perceptions 1 Funding Sources: Coupons from local vendors to use as rewards for attendance. - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Review attendance during the bi-monthly GLT meetings and outline steps for intervention or correction Strategy's Expected Result/Impact: Increase or maintenance of attendance rate. Staff Responsible for Monitoring: Principal, APs and ADA Problem Statements: Demographics 5 - Student Learning 4 - School Processes & Programs 5 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 5: Our community does not typically adhere to the school calendar, extending the number of typical absences for their children through traveling. **Root Cause**
: Our parents, from around the world, tend to extend the districts holidays to travel the US while stationed in the US and also extend their holidays to travel to their home countries.

Student Learning

Problem Statement 4: Our community does not typically adhere to the school calendar, extending the number of typical absences for their children through traveling. **Root Cause**
: Our parents, from around the world, tend to extend the districts holidays to travel the US while stationed in the US and also extend their holidays to travel to their home countries.

School Processes & Programs

Problem Statement 5: Our community does not typically adhere to the school calendar, extending the number of typical absences for their children through traveling. **Root Cause**
: Our parents, from around the world, tend to extend the districts holidays to travel the US while stationed in the US and also extend their holidays to travel to their home countries.

Perceptions

Problem Statement 1: Our community does not typically adhere to the school calendar, extending the number of typical absences for their children through traveling. **Root Cause**
: Our parents, from around the world, tend to extend the districts holidays to travel the US while stationed in the US and also extend their holidays to travel to their home countries.

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.

Performance Objective 1: The campus will regularly administer and evaluate formative and summative assessments to identify areas of need in programming and student performance.

High Priority

Evaluation Data Sources: MAPS, STAAR, and other formative and summative assessment data as well as teacher antidotal records .

Strategy 1 Details		Reviews			
Strategy 1: The campus will learn how to administer the MAPS assessments as recommended by the district for each grade level in ELAR, math and science, administer as indicated on the district calendar and use the data from the MAPS, STAAR assessments, KLAs, Modular Assessments and Checkpoints as well as unit and chapter reviews to create lessons to improve student knowledge and performance during planning. Strategy's Expected Result/Impact: Student growth of one year for all. Staff Responsible for Monitoring: Teachers, Instructional Coach, Eb Specialist, Principal and APs. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: IXL for extending learning, Reflex for increasing knowledge of math facts. - 199 - General Fund PTA Donation		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers and Administration will examine the data from MAPS and STAAR to target areas of need for programming and student improvements by meeting at least four times a year to evaluate the data and create plans for improvement accordingly. Strategy's Expected Result/Impact: Small group plans that target areas of need, improved student performance and programming: one year's growth for all in RIT scores and STAAR. Staff Responsible for Monitoring: Administration, teachers and Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2		Formative			Summative
		Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: The campus will assign students who fail the STAAR to teachers who have earned a TIA distinction, an instructional support teacher for intervention and/or to the Bear Camp in the summer. Strategy's Expected Result/Impact: Student growth of at least one year as indicated by the MAPS or STAAR assessments Staff Responsible for Monitoring: Instructional Coordinator, Reading and math support teachers, administration, and classroom teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: Placement of STAAR failures within a TIA designees homeroom and/or class - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: MGE will inform teachers of the English language proficiency levels of the Emergent Bilingual (EB) students in their classrooms, and utilize the ELPS in the professional learning communities to plan for instruction Strategy's Expected Result/Impact: Increased student results Staff Responsible for Monitoring: Teachers and ESL staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The uniqueness and diversity of our community brings about a set of challenges to grow all children requiring personalized learning experiences and use of formative assessments. Root Cause: We serve students coming to us with vastly different educational backgrounds from 39 countries, speaking 39 languages while at the same time serving a community with 23-27% of the students meeting the eligibility for Special Education services.

Student Learning

Problem Statement 2: The uniqueness and diversity of our community brings about a set of challenges to grow all children requiring personalized learning experiences and use of formative assessments. **Root Cause:** We serve students coming to us with vastly different educational backgrounds from 39 countries, speaking 39 languages while at the same time serving a community with 23-27% of the students meeting the eligibility for Special Education services.

Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: With the addition of the EB Specialist and the realignment of the ESOL department, the staff will receive support through a variety of methods: adjustments to staff assignments, completion of professional development, assistance with long-range planning and creation of student materials

Evaluation Data Sources: Completion of PD, reassignment of the EB specialist, EB teacher, EB aide and clerk to specific grade levels and duties.

Strategy 1 Details	Reviews			
Strategy 1: Create assignments for staff support that mimic previous support within the ESOL program. EB aide to assist with first and second grade, EB specialist to third grade with administrative duties, EB teacher to assist fourth and fifth grades and all to concentrate on ELAR and offer minimal assistance in math and science instuction. Strategy's Expected Result/Impact: Continued growth in ELAR and support in math and science Staff Responsible for Monitoring: EB Specialist, coach, APs and prinicpal Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The EB specialist will present professinal development to the staff at the BOY based on her trainer of trainers coursework from the Summer of 2026 PD. Strategy's Expected Result/Impact: The teacher will better understand the new ELPs and incorporate them into the weekly lessons for students. Staff Responsible for Monitoring: coach, principal and APs. Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The EB Specialist, EB teacher and aide will participate in both long and short range planning with their respective grade levels. Strategy's Expected Result/Impact: To incorporate support for the ELL child within the general education classroom while also providing pull-out for particular students. Staff Responsible for Monitoring: EB specialist, adminsitration and instructional coach. Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: The EB specialist and teachers will create support for the ELL student with the creation and implementation of a student binder and brief case. Strategy's Expected Result/Impact: Provide ongoing charts, visuals, sentence stems, and guidance for the ELL student in the general education classroom. Staff Responsible for Monitoring: General education teachers, EB Specialist, teacher and aide, administration and instructional coach Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: The staff will gain and maintain 100% ESOL certifications by the state of Texas. Strategy's Expected Result/Impact: Improved support for EB students in learning and growing Staff Responsible for Monitoring: Principal and EB specialists TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 2 - School Processes & Programs 3 - Perceptions 3	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The uniqueness and diversity of our community brings about a set of challenges to grow all children requiring personalized learning experiences and use of formative assessments. Root Cause: We serve students coming to us with vastly different educational backgrounds from 39 countries, speaking 39 languages while at the same time serving a community with 23-27% of the students meeting the eligibility for Special Education services.
Problem Statement 2: With children from around the world there are hurdles to forming a community of learners. Root Cause: Our community is comprised of children from 39 countries around the world.
Student Learning
Problem Statement 2: The uniqueness and diversity of our community brings about a set of challenges to grow all children requiring personalized learning experiences and use of formative assessments. Root Cause: We serve students coming to us with vastly different educational backgrounds from 39 countries, speaking 39 languages while at the same time serving a community with 23-27% of the students meeting the eligibility for Special Education services.
School Processes & Programs
Problem Statement 3: With children from around the world there are hurdles to forming a community of learners. Root Cause: Our community is comprised of children from 39 countries around the world.

Perceptions

Problem Statement 3: With children from around the world there are hurdles to forming a community of learners. **Root Cause:** Our community is comprised of children from 39 countries around the world.

Goal 6: 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			
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. Strategy's Expected Result/Impact: Positive school culture and fostering of school spirit Staff Responsible for Monitoring: Instructional coordinator, House Council sponsors ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - School Processes & Programs 3 - Perceptions 3 Funding Sources: PTA for Ron Clark app. - 199 - General Fund PTA Donation - \$2,400, Props for pep rallies, games and activities - 865 - Principal Activity - \$500	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: MGE will continue to sponsor curriculum contests in math and reading that offer points for completion. 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 Staff Responsible for Monitoring: Principal, sponsors of House Council, instructional coach, librarian TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - School Processes & Programs 3 - Perceptions 3 Funding Sources: Bulletin Boards for tracking and celebrating students - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: A workshop on understanding the definition of bullying, identifying what constitutes bullying and how to report bullying will be hosted for students at the BOY discipline meetings in August. This same presentation will be hosted for parents at a lunch and learn in September. Staff Responsible for Monitoring: Principal and counselor Problem Statements: Demographics 2 - School Processes & Programs 3 - Perceptions 3 Funding Sources: Counselor and Principal presentation to parents. Refreshments for attendees, - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: With children from around the world there are hurdles to forming a community of learners. Root Cause: Our community is comprised of children from 39 countries around the world.
School Processes & Programs
Problem Statement 3: With children from around the world there are hurdles to forming a community of learners. Root Cause: Our community is comprised of children from 39 countries around the world.
Perceptions
Problem Statement 3: With children from around the world there are hurdles to forming a community of learners. Root Cause: Our community is comprised of children from 39 countries around the world.

Goal 6: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Griffin Elementary will support the families of EB students by promoting the districts events for Parent and Family Engagement

Evaluation Data Sources: Paw Prints with distribution of flyers announcing events.

Strategy 1 Details		Reviews			
Strategy 1: Through Paw Prints and our EB specialist we will announce and promote student attendance and participation in EB Parent and Family nights within the district and the campus. Strategy's Expected Result/Impact: Parent and student support for learning Staff Responsible for Monitoring: Principal and EB Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - School Processes & Programs 3 - Perceptions 3		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: With children from around the world there are hurdles to forming a community of learners. Root Cause: Our community is comprised of children from 39 countries around the world.
School Processes & Programs
Problem Statement 3: With children from around the world there are hurdles to forming a community of learners. Root Cause: Our community is comprised of children from 39 countries around the world.
Perceptions
Problem Statement 3: With children from around the world there are hurdles to forming a community of learners. Root Cause: Our community is comprised of children from 39 countries around the world.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Fifth and special education teacher to host PD on using the data to drive small group instruction and continuous data collection.		\$0.00
2	1	2	Data dig with reflective conversations at BOY STAAR assessments and following MAP assessments or quarterly CLI assessments.		\$0.00
3	1	1	Coupons from local vendors		\$0.00
3	1	2	Coupons from local vendors to use as rewards for attendance.		\$0.00
4	1	3	Placement of STAAR failures within a TIA designees homeroom and/or class		\$0.00
6	1	2	Bulletin Boards for tracking and celebrating students		\$0.00
6	1	3	Counselor and Principal presentation to parents. Refreshments for attendees,		\$0.00
Sub-Total					\$0.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	IXL for extending learning, Reflex for increasing knowledge of math facts.		\$0.00
6	1	1	PTA for Ron Clark app.		\$2,400.00
Sub-Total					\$2,400.00
865 - Principal Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Props for pep rallies, games and activities		\$500.00
Sub-Total					\$500.00



The Percent of **Griffin** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 82% to 84% by July 2029.

Griffin: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	82%	80%	91%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	82%	83%	91%	92%	92%
		Met Internal Goal	-	No	Yes			

MET 2029 Goal in 2026

Griffin: Targets	3rd Grade Reading Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	0		24	79%	61	85%	1	100%	38	82%	0		12	75%	33	61%	24	54%	36	64%
		2025 Actual	2	0%	21	71%	40	80%	0		31	87%	1	100%	9	89%	24	67%	14	64%	41	71%
		2026 Target																77%		74%		
		2026 Actual	7	71%	21	71%	50	94%	0		47	98%	0		7	100%	24	67%	27	78%	58	90%
		Met Target																N		Y		
		2027 Target				81%												77%				

The Percent of **Griffin** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 76% to 78% by July 2029.

Griffin: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	76%	86%	82%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	76%	86%	82%	83%	83%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

MET 2029 Goal in 2026

Griffin: Targets	3rd Grade Math Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	0		24	75%	61	77%	1	100%	38	74%	0		12	75%	33	48%	24	71%	36	67%
		2025 Actual	2	0%	21	95%	40	80%	0		32	91%	1	100%	9	89%	24	71%	14	71%	42	81%
		2026 Target										95%						81%				
		2026 Actual	7	43%	21	57%	51	94%	0		47	89%	0		7	57%	24	54%	27	59%	58	81%
		Met Target										N						N				
		2027 Target										95%						64%				