Katy Independent School District

Golbow Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Golbow Elementary, together with family and community, provides authentic learning experiences in a student-centered environment that inspires lifelong learners to be honorable citizens who positively impact the world.

Vision

Create a legacy... every student, every day!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Loraine T. Golbow Elementary is a Prek-5th-grade campus in the Katy Independent School District. The campus opened its doors in 1989 and is 36 years old. Golbow is projected to have 615 students for the 2026-2027 school year.

The Comprehensive Needs Assessment Process is described below. The campus leadership team evaluated the 2025-26 data. We reviewed the following data: STAAR, TELPAS, Attendance, Discipline, Failure Lists, Staff Quality, Homeless Students, Economically Disadvantaged EBs Parent Participation Report Cards Special Student Populations — 504, Special Education, GT, Staff Development, Standardized Tests, surveys, and Interviews of Students/Staff/Parents, Teacher Turnover Rates, MTSS, Testing/Bell Schedule & Master Schedule.

List of Stakeholders and Roles

Principal	Jessica Hale	Parent	Yadira Reyes
Other school leader	Tamika Johnson	Parent	Emarilda Luca
Other school leader	Rida Iyoob	District Representative	Ann Knight
Teacher	Diego Benitez	District Representative	Ashley Muzny
Teacher	Tamra Vasquez	Community/Business	Denise Cupit
Paraprofessional	Lucianna Tognetti	Community/Business	Aubrey Cowley
Paraprofessional	Donna "Jane" Casbeer	Specialized School Support	Colleen Walker
		Specialized School Support	Candace Dobson

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on April 7th, 2026 and again April 27, 2026 and on May 5, 2026 to develop the CNA. The meetings were held in the campus library starting at 4:30 p.m. on both dates.

At the first meeting on April 7th, Principal Hale began the meeting with introductions. Then, Principal Hale shared with the group the team's expectations. Several handouts were provided to attendees, which led to discussions during the meeting. The importance of attendance, the purpose of the campus needs assessment, and the overview of Title I were explained to all members. The campus leadership team reviewed the data listed above to identify areas of strength and areas that were in need of improvement. Groups were given various data points to review, and they discussed the information with each other and then shared their findings as a whole group. The committee would review student attendance and student assessment data to identify both strengths and problems from the 2025-2026 school year. As we reviewed the data, we observed our campus meets and masters percentages increased in all areas except for 4th-grade RLA. The committee reviewed and discussed our campus data, which meets and masters data were lower than the district average, and the 4th-grade RLA data from the interim did not reflect growth. Principal Hale led the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at behavior data, attendance data, student achievement data, and data reflected in the campus culture and climate to identify strengths, problems, and root causes from the 2025-2026 school year.

At the second meeting on April 27th we reviewed student achievement data, specifically Amira, CBA's, KLA's, previous STAAR data, intervention data (MTSS), progress circle monitoring data, TXKEA, MAP data and grades. We reviewed data and looked for trends.

At the third meeting on May 5th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths

from 2025-2026, but focused most of the meeting on the problems that were identified from the data. Principal Hale led the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

Problem Statement: There is a need to have improved STAAR scores in 3rd, 4th, and 5th

Meets and Masters Grade Level for Language Arts, Math, and Science.

Root Cause: Teachers and staff need professional development and resources in order to support the teaching and learning in all content areas.

Problem Statement: Based upon the culture and climate survey staff report they do not feel supported with student behavior.

Root Cause: There are radio calls at multiple times throughout the day requesting support for students. There is a need to have a clearly defined and communicated behavior management plan for the campus and training for staff to learn how to de-escalate student behavior.

Problem Statement: There is a need to actively recruit high-quality teachers at Golbow, which is a high-poverty and high-minority campus.

Root Cause: Teachers and staff need a robust mentor program, additional staff professional development, including awareness on how to support the staff's emotional well-being.

Demographics

Demographics Summary

Golbow Elementary was established in 1989 and serves approximately 615 students in grades Pre-Kindergarten - 5th grade. It is identified as a Title I campus in Katy ISD. For the upcoming school 2026-27 we will have one Early Childhood Special Education (ECSE) classes, one Life Skills class, one PALs program, and one YCAP special education program.

Our campus projected enrollment for the 2026-27 school year is 615 students. Enrollment demographics for the 2025-26 school year reflect the following ethnicities 38 % Hispanic, 31% African American, 20% White, 9 % Asian, 3% two or more races.

Attendance rates improved for the 25-26 school year with having 95.74 % average attendance, but continues to be lower than before COVID which was at 97% or higher. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominantly a neighborhood school. There are 4 bus routes serving the school. Golbow Elementary student groups include 2.4% Gifted and Talented, 21.5% English Learners, and 27% Special Education. Additionally, 70% are economically disadvantaged and 70% are identified as at-risk.

Golbow Elementary's total staffing is 103. This consists of the librarian, 1 Nurse, 2 administrators, 1 instructional coach, 2 title I instructional coordinators, 2 SLPs, 35 general education teachers, 3 specials teachers, 3 academic support teachers, 2 providers of dyslexia instruction, 3 ESL teachers, 2 Title I teachers, 11 SPED teachers and 27 paraprofessionals. We place a high priority on hiring great teachers and actively pursue candidates through the Katy ISD Job Fair, through personal connections, and through recruiting trips to local universities. Golbow has a GT teacher that is on campus once a week.

We support every new teacher to GE with a mentor, whether or not they are new to teaching. New hires attend campus and district-level training in July, and we provide campus-based new teacher training with our Instructional Coach and Lead Mentor Teachers. All teachers who are new to GE participate in New Teacher Academy twice a month. These mentoring sessions are led by our Lead Mentor Teacher and our Instructional Coach. The mentor meetings cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, like entering grades. With one-on-one mentors assigned to every new staff member, we provide ongoing, specifically targeted, job-embedded professional learning.

As of June 2026, 61 of 68 classroom teachers have their ESL certification. We strive for a 100% rate of ESL certification among staff, as our Emergent Bilingual student population is increasing. Golbow Elementary hired approximately 12 classroom teachers, 4 special education teachers, 1 ESL teacher, 2 Title I teachers, and 2 academic support teachers. Golbow Elementary is known for growing teachers for promotional positions, (instructional coaches, instructional coordinators, Assistant Principals, etc.). This year the campus administration will focus on supporting our new teachers as well as retaining our teachers. GE Administration will reflect on current practices, provide relevant PD, and assess staff workflow. We will continue to give staff leadership opportunities based on their interests and strengths. Also, as a campus, we will delve deeper into Strength Finders by Don Clifton to help teachers identify their strengths and those they work with.

Demographics Strengths

Golbow Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families move into our area to attend Katy ISD schools. Because our families value education, we have increasing numbers of parents (moms, dads, aunts, uncles, grandparents) who are committed to student success.
2. With the increasing diversity among our student population, GE becomes more and more reflective of society as a whole. With a diverse student population, our students develop life-long skills and an ability to collaborate with peers of all backgrounds. We find that Golbow Elementary students are very accepting of new students regardless of race or ethnicity.
3. Our student attendance rate is consistently higher than 94%. Families at Golbow value student success and understand that attendance is crucial to student achievement.

Some of the Golbow Elementary notable strengths for staff quality include:

New Teacher Academy (described above).
Mentors or assigned experienced campus staff member for every person new to campus.
Support of the Instructional Support team for the first two weeks in the classrooms of every person new to GE.
At least two learning walks provided for every teacher, to visit and learn from professional colleagues.
Professional development provided and designated times for team to collaborate.
Grade/content level planning time strengthens instruction through weekly planning with our instructional coaches and support staff.
Instructional support staff members work with teachers new to the profession, through observation, model lessons, and feedback sessions.
Administrative walkthroughs occur at least one time per semester for every teacher.
Vertical academic teams strengthen the alignment of curricular objectives and instructional strategies.
Structuring time to allow teams to have long range planning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to actively recruit high quality teachers at Golbow which is a high-poverty and high-minority campus
Root Cause: Teachers and staff need a robust mentor program, additional staff professional development including awareness on how to support the staffs emotional wellbeing.

Student Learning

Student Learning Summary

At Golbow Elementary, our two top academic areas of focus are Reading and Math. Our previous STAAR data for grades 3rd-5th indicated that our Hispanic and African American students are consistently performing lower than their peers. This past school year, we continued to see this trend in our District Interim Assessments, which we administer once in the fall and once in the Spring. The Hispanic & African American groups do show growth in the meets area of the assessment but continue to perform lower than their peers. As we analyzed the 3rd-5th Math KLAs at the end of the school year. Below are the reported STAAR scores for math and reading grades 3-5.

Math:

STAAR Math (Approaches)						**STAAR Math (Meets)**					**STAAR Math (Masters)**				
	2023	**2024**	**2025**	**2026**		**2023**	**2024**	**2025**	**2026**		**2023**	**2024**	**2025**	**2026**	
3rd Grade	85%	82%	67%	67%		49%	51%	47%	45%		23%	24%	20%	26%	
4th Grade	82%	77%	63%	20%		51%	40%	39%	22%		28%	23%	24.56%	11%	
5th Grade	99%	96%	77%	33%		57%	61%	41%	28%		31 %	36%	23.39%	22%	

Reading:

STAAR Reading (Approaches)						**STAAR Reading (Meets)**					**STAAR Reading (Masters)**				
	2023	**2024**	**2025**	**2026**		**2023**	**2024**	**2025**	**2026**		**2023**	**2024**	**2025**	**2026**	
3rd Grade	82%	83%	74%	24%		41%	54%	41%	29%		25%	33%	21%	30%	
4th Grade	75%	82%	59%	23%		55%	51%	28%	29%		25%	19%	10%	19%	
5th Grade	91%	92%	77%	21%		59%	68%	44%	20%		33%	36%	33%	44%	

TELPAS scores

- **Advanced High: Grade 2** & **Grade 5- 44% & 46% scoring Advanced High**.
- **Target Areas for Language Support: *Grade 1** has the highest percentage of students at the Beginning level (**19%**).

- **Grade 4** has a heavy concentration in the Intermediate stage **(43%).**
- **Campus Strengths:** Across most grade levels (except Grade 1), fewer than 10% of students remain at the Beginning level, showing a strong foundation in early language acquisition.

Student Learning Strengths

At Golbow Elementary, our two top academic areas that we are continuously focusing on is Reading and Math. Our previous STAAR data for grades 3rd-5th indicated that our Hispanic and African American students are consistently performing lower than their peers. This past school year, we continue to see this trend with our District Interim Assessments that we give once in fall and once in the Spring. The Hispanic & African American groups do show growth in the meets area of the assessment, but continue to perform lower than their peers. Across most grade levels (except Grade 1), fewer than 10% of students remain at the Beginning level, showing a strong foundation in early language acquisition.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to have improved STAAR scores in 3rd, 4th, and 5th Meets and Masters Grade Level for Language Arts, Math, and Science.
Root Cause: Teachers and staff need professional development and resources in order to support the teaching and learning in all content areas.

School Processes & Programs

School Processes & Programs Summary

At Golbow Elementary we teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: District Learning Assessments, campus-based assessments, and Amira Assessment. All assessments and programs used assist in teaching the depth and complexity of the TEKS. The district has created curriculum unit plans and yearly curriculum-at-a glance calendars for each grade level in each core subject area. These align to the TEKS and STAAR assessments. Pre-Kindergarten is using Circle Progress Monitoring. Kindergarten through 5th-grade use Amira, Dreambox, running records, math check points, interim, module assessments in ELAR, and STAAR (grades 3-5). Dyslexia and LEP instruction use the same standard of assessment as the grade levels of their students. TELPAS is a major assessment for EBs.

In Reading and Writing, the campus will implements HMH, and Amira, with data tracking and technology to drive student achievement. The teachers have access to classroom libraries. In Math, the campus will use the curricilum Math and Practice, Math By The Book, and Envision along with Lead4ward strategies. Opportunities will be provided for teachers to dialogue about best practices through book studies that will be led by members of the instructional leadership team and support staff.

Parents, teachers, and students at Golbow Elementary take pride in their school and the school's reputation of success. The perception of Golbow Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for implementing the best instructional practices as well as building social character. The focus of Golbow Elementary goes far beyond just STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context, and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

As part of the Katy ISD system, Golbow Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smart Boards, Smart Panels, Chrome Books, document cameras, and laptops. Wireless access points have been installed all over the building. There is one classroom with 30 Chromebooks. The classroom is used for a variety of teaching and learning programs. Additionally, there are 8 computers in the library that teachers and students use to search for books, research projects, and other educational projects.

Students are encouraged to use a variety of programs and apps using multiple devices such as: NearPod and Google Drive to create and display assignments/projects. The majority of the teachers are accustomed to integrating the use of Smartboard technology, including document cameras and Mirror 360 into their daily activities and lessons. All of our students in grades 3-5 have access to Chromebooks.

Using technology is a high priority at Golbow Elementary to enable students to have a voice and choice in the classroom. WAPs have been installed throughout the building, with one in each classroom. Golbow has 8 Apple Televisions available for teacher classroom use as well as Mirror 360. Each classroom has a document camera and an interactive Smart Board or Smart Panel. All Golbow teachers and 3rd - 5th grade students complete the Bright Bytes survey to determine progress towards the State's long-range plan for technology.

In regards to the KISD Mission Statement, technology will be used to facilitate unparalleled learning experiences in all Golbow classrooms.

School Processes & Programs Strengths

The Golbow staff has a strong congenial and collegial relationship. They are able to work together in grade level teams and vertical teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Classroom teachers have conducted learning walks throughout the Golbow campus. This has helped align our best practices, incorporate high yield strategies and focus on engaged learning.

Golbow Elementary has recognized the following strengths:

Teacher generated road maps that target specific TEKS for instruction
Teacher analyzed heat maps
Teacher created common based assessments
Weekly team planning
Teachers attending outside district professional development
Teachers conducting learning walks to observe peers
Used Title I, Title III and Special Projects to fund teacher tutoring
Providing differentiated instruction
Conducting professional development sessions
Goal setting by teachers and students
9 Week planning, long-range planning, professional learning communities and professional development rotations
Weekly content collaboratives between instructional coaches and the teachers
Weekly curriculum planning at each grade level was done with instructional coach presence and continual support
Highly structured student arrival and dismissal procedures in place with adequate adult supervision and student safety patrol to assist

The School Crisis committee ensured all drills were done appropriately. The school's emergency procedures are clearly written and understood by all GE staff members. Crisis team members are trained in Crisis Prevention Institute (CPI), Cardiopulmonary Resuscitation (CPR), and first aid.

Every student has access to an individual iPad to use in the classroom. Each teacher has access to an iPad for individual use of instructional material and school-related business. Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology. All classrooms are equipped with a computer, iPads, Smartboard, and document cameras in keeping with current technology. We also have Chrome Books available for students to use in all grade levels. Our campus is provided a Classroom Technology Designer as well as a Campus Technology Coordinator.

Building staff morale is recognized as a critical component in retaining high-quality staff at Golbow. Each month staff members will receive a special treat that shows how much they are appreciated. Throughout the year, we will have events such as "Twelve Days of Teaching" in which staff members receive appreciation gifts. Golbow teachers and staff will be allotted a certain amount of funds to purchase items and will be provided opportunities to attend professional development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus current roles and responsibilites of teachers, staff, and systems need to be updated to support all staff having a clear understanding of campus expectations.
Root Cause: Current roles and responsibilites for staff, teachers, and systems are not clearly communicated.

Problem Statement 2 (Prioritized): Based upon the culture and climate survey staff report they do not feel supported with student behavior.
Root Cause: There are radio calls at multiple times throughout the day requesting support for students. There is a need to have a clearly defined and communuicated behavior management plan for the campus and training for staff to learn how to deescalate student behavior.

Perceptions

Perceptions Summary

Golbow's mission is together with family and community, provides authentic learning experiences in a student-centered environment that inspires life-long learners to be honorable citizens who positively impact the world.

Golbow's vision is creating a legacy... every student, every day!

This school year our attendance rate has increased.Throughout each year, there are several events tailored to the interests of all students and families. Golbow Elementary works very had at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. As a Title One school, we are obligated annually to educate our community about the importance of parent involvement in local education. To strengthen the home/school connection, we communicate in many different ways: through weekly eNews, grade-level weekly updates from teachers, school marquee, campus website, classroom-based websites, social media accounts, and messages through the app Remind. Communications are provided in English and Spanish whenever possible. We try to ensure consistency and ease by sending Wednesday Take Home folders campus-wide. We are proud that most visitors consistently refer to our Front Office team as very parent-friendly (survey data). We have an active PTA, Campus Advisory Team, KEYS mentors, and High School PALS (student buddies).

We focus on Positive Behavior Intervention and Supports (PBIS). Posted expectations in a common language using CHAMPS can be seen throughout the campus. All staff use a common language in the classroom, cafeteria, recess, and during transitions. Tangible and intangible reward choices are offered every two weeks; students love having lunch with a friend, earning a Stinky Feet (no shoes) pass, or spending 30 minutes playing games with the principal. As teachers and administrators, we make multiple weekly positive phone calls to parents, believing that this builds relationships and community. This year, we continued our "Golden Ticket Events," big party events full of activities like canvas painting, clay modeling, dance-party, board games, inflatables, popsicles, and extra recess. Students were allowed to participate depending of the effort (number of points they earned) for their good behavior. Staff school wide participated in rewarding good student behavior with electronic points. A Prize Cart was brought to students regularly, and students could purchase things like passes to wear hats, take their shoes off, each lunch with a friend, bring a stuffed animal, and wear slippers. Teachers and other staff receive training through PBIS on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted for students to learn how to do routines and rituals correctly. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask. Golbow's discipline referalls have decreased for the 2025-2026 school year. Every day teachers start the day with a community circle and use the district wide curriculum of Purposefull People (social/emotional education program). As we continue to focus on building a sense of community and leadership we have implemented the House System. This will be our 4th year of implementation. Each staff member and student is assigned to a House: Kindness, Success, Unity, and Courage all staff and students chant "Four Houses One Flock" at various House Meetings and Rallies to promote House and School pride.

Our staff Glee Committee sponsors special monthly events to make sure our staff feel appreciated and valued. Events like "Boo!," Thanksgiving potluck, Secret Santa, Valentines treat, St Patrick's treat, STAAR treats and the End of the year party celebration have contributed to building staff appreciation and morale. The Satchel-Pulse Culture and Climate survey instrument. This company generated very frequent, short, electronic surveys to everyone employed in KISD. While the participation rate in the surveys across the district varied tremendously and never reached 50%, GE survey participation ranged from 21% to 49% across the weeks and months. Of the eight dimensions measured, GE scored highest in the areas: Relationship with Colleagues and Meaningful Work. We scored lowest in these areas: Job Satisfaction and School Management. The 2026-2027 school year brings 6 new staff members to GE. We found some of our new hires this year through the Katy ISD Job Fair and some through personal referrals, but as all schools nationwide are experiencing, there is a shortage of candidates. As a Title One campus, even our paraprofessionals must meet more rigorous standards for employment (48 college hours or minimum score on Para Pro test). Repeatedly, they single out teachers for whom they are so appreciative, listing ways that our staff go beyond the ordinary to meet the needs of their children. Most of our

parents are working parents, unable to come to school often during the day, but certainly supportive of our efforts. Our campus and our PTA is committed to increasing the number of parents who actively volunteer for the school, either in person or virtually with "behind the scenes" work and support. Stakeholders in our school community are engaged with our school's mission, vision, and goals through their involvement with our Campus Advisory Team, attendance at curriculum nights, communications sent in multiple ways from the schools, and through annual parent conferences. The school administration talks and meets regularly with parents when specific concerns are raised. Our Parent/School Compact and the Parent & Family Engagement Policy are provided to families multiple times annually, and are available on our website in both languages.

Perceptions Strengths

Golbow Elementary has multiple family/community involvement strengths. We have tremendous staff support at all PTA meetings and functions such as the carnival, family game night, family movie night, student dances, and etc. This year, once a week we hosted a volunteer day, when parent volunteers come in to complete projects that the teachers have laid out (assembling packets, cutting, laminating, sharpening pencils, etc). Each year, we hold at least two Title One curricular nights, during which families come and learn more about what goes on in our classrooms, with opportunities for parents and children to practice skills together. We typically couple these nights with music programs and/or book fair. We have enjoyed the return of the high school mentors (PALS) and student teachers, and our KEYS mentors (community members) -- all who come regularly to provide emotional support, role modeling and companionship for targeted students.One more area of strength in perceptions is our total staff commitment to our students' social-emotional lives. We have a strong building-wide commitment to providing a daily Morning Meeting (Community Circle) with our students in every classroom, PreK through Fifth. At Golbow Elementary, we know addressing the whole child is essential for the student development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent participation in school events and awareness of strategies to use to support their student's learning.
Root Cause: Parent's work schedules, languages, and lack of resources.

Priority Problem Statements

Problem Statement 1: There is a need to have improved STAAR scores in 3rd, 4th, and 5th Meets and Masters Grade Level for Language Arts, Math, and Science.

Root Cause 1: Teachers and staff need professional development and resources in order to support the teaching and learning in all content areas.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based upon the culture and climate survey staff report they do not feel supported with student behavior.

Root Cause 2: There are radio calls at multiple times throughout the day requesting support for students. There is a need to have a clearly defined and communuicated behavior management plan for the campus and training for staff to learn how to deescalate student behavior.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to actively recruit high quality teachers at Golbow which is a high-poverty and high-minority campus

Root Cause 3: Teachers and staff need a robust mentor program, additional staff professional development including awareness on how to support the staffs emotional wellbeing.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- STAAR released test questions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: HB3: The percent of Golbow 3rd-grade students who achieve Meets and above in Reading will increase to 59% by July of 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provided instructional materials, online resources, technology devices, professional development, tutorials, and targeted intervention by instructional support teachers, Title I teachers, special education teachers, classroom teachers, and summer learning to ensure the mastery of required reading and writing TEKS for all subpopulations to create a well rounded education for all students. **Strategy's Expected Result/Impact:** Increase in student acheivement for all students **Staff Responsible for Monitoring:** Principal and Instructional Coach				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Golbow 3rd-grade students who achieve Meets and above in math will increase to 46% by July of 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide instructional materials, subscriptions, online resources, technology devices, professional development, tutorials, and targeted intervention by instructional support teachers, Title I teachers, special education teachers, classroom teachers, and summer learning to ensure the mastery of required math TEKS for all subpopulations. **Strategy's Expected Result/Impact:** Student achivement will increase. **Staff Responsible for Monitoring:** Instructional Coach and Principal **Funding Sources:** - 211 - Title I Part A - $5,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Students reading, math and science STAAR scores will increase by 7 percent at the Meets level in 3rd, 4th, and 5th grade.

High Priority

Evaluation Data Sources: Campus based assessments, MAP assessment, checks for understandings, interims, and STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provided instructional materials, subscriptions, online resources, technology devices, professional development, tutorials, and targeted intervention by instructional support teachers, Title I teachers, special education teachers, classroom teachers, and summer learning to ensure the mastery of required TEKS for all subpopulations to create a well rounded education. **Strategy's Expected Result/Impact:** Inscrease student engagement and achievement **Staff Responsible for Monitoring:** Instructional Coach **Title I:** 2.51, 2.52 **Problem Statements:** Student Learning 1 **Funding Sources:** Program- GoGuardian - 211 - Title I Part A - $795, Title I Staff - 211 - Title I Part A - $278,972, Headphones - 211 - Title I Part A - $1,800, Substitute Professional - 211 - Title I Part A - $10,000, HMH, SAVAAS, & McGraw Hill Resources - 211 - Title I Part A - $40,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Tutorials will be provided based upon data and for all students, particulary students at-risk of failing or not meeting grade level expectations. **Strategy's Expected Result/Impact:** Student achievement will increase **Staff Responsible for Monitoring:** Instructional Coordinator and Instuctional Coach **Funding Sources:** Tutorial Snacks - 211 - Title I Part A - $3,000, Tutorials Payroll - 211 - Title I Part A - $5,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Inform teachers of the English Language proficiency levels of the emergent bilingual students in their classrooms and utilize the ELPs in professional learning communities to plan for instruction. **Strategy's Expected Result/Impact:** Increased student results on TELPAS and STAAR. **Staff Responsible for Monitoring:** ESL staff				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a need to have improved STAAR scores in 3rd, 4th, and 5th Meets and Masters Grade Level for Language Arts, Math, and Science. **Root Cause**: Teachers and staff need professional development and resources in order to support the teaching and learning in all content areas.

Goal 1: 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			
	Formative			Summative
	Oct	Feb	Apr	June
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				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. **Staff Responsible for Monitoring:** EB Specialist and EB Administrator				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: Recruit and retain teachers highly qualified teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Professional learning to support the various needs of staff on campus. Specifically conducting a book study on the various ways staff feel appreciated in the work place. **Strategy's Expected Result/Impact:** Increase in staff feeling appreciated and increase in staff retention **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.53 **Problem Statements:** Demographics 1 - School Processes & Programs 2 **Funding Sources:** Resources - 211 - Title I Part A - $4,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to actively recruit high quality teachers at Golbow which is a high-poverty and high-minority campus **Root Cause**: Teachers and staff need a robust mentor program, additional staff professional development including awareness on how to support the staffs emotional wellbeing.
School Processes & Programs
Problem Statement 2: Based upon the culture and climate survey staff report they do not feel supported with student behavior. **Root Cause**: There are radio calls at multiple times throughout the day requesting support for students. There is a need to have a clearly defined and communuicated behavior management plan for the campus and training for staff to learn how to deescalate student behavior.

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: Hire teachers with their ESL certification and provide current eligibile teachers training to receive their ESL certification within their first year of teaching.

Evaluation Data Sources: Increase in staff with ESL certification

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Monitor and track ESL certification status for all RLA/English teacher to ensure completion of ESL certification. **Staff Responsible for Monitoring:** EB Specialist				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: 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.

Performance Objective 1: Golbow Elementary will increase family engagement by providing at least two after-school events that equip all families with strategies to support student learning at home, including targeted resources and language-development strategies for families of Emergent Bilingual (EB) students.

High Priority

Evaluation Data Sources: Guardians who attend the event will leave with at least 2 strategies and knowing how to use the 2 strategies with their student to support their child's learning, information flyers, and attendance records from the events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Golbow Elementary will host at least two after-school family events to share learning goals, standards, and at-home strategies aligned with classroom instruction. All families will receive resources to support student learning at home, and EB families will receive additional strategies to support language development and academic learning. Events will be advertised in English and Spanish through the campus website, weekly emails, and Facebook. The parent and family engagement plan and school parent compact will be distributed during family events, campus website, campus newsletter, and available in the front foyer on campus. **Strategy's Expected Result/Impact:** Increased parent/family participation To inform and support families including our families of EB students with knowledge, resources, and opportunities needed to support student acheivement and overall well-being. **Staff Responsible for Monitoring:** Title I teacher, Title I Instructional Coordinator, and EB Specialist **Title I:** 2.52 **Problem Statements:** Student Learning 1 **Funding Sources:** Parent Engagement Event - 211 - Title I Part A - $3,260, Copies to promote events - 211 - Title I Part A - $500, Extra Staff Support - 211 - Title I Part A - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Golbow Elementary families will be provided transition activities to support students moving from Prekindergarten to Kindergarten and from 5th grade to 6th grade, including resources and strategies to promote a successful transition. **Strategy's Expected Result/Impact:** Support the communicaton of expectations to families regarding the student's transition from PreKindergarten to Kindergarten and from 5th grade to 6th grade. **Staff Responsible for Monitoring:** Title I Coordinator **Title I:** 2.53 **Funding Sources:** Prekindergarten-Kinder Transition - Supplies - 211 - Title I Part A - 2 - $500				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to have improved STAAR scores in 3rd, 4th, and 5th Meets and Masters Grade Level for Language Arts, Math, and Science. **Root Cause**: Teachers and staff need professional development and resources in order to support the teaching and learning in all content areas.

Goal 4: 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: Discipline referrals will decrease by 10 percent and check-ins will increase by 10 percent.

High Priority

Evaluation Data Sources: Discipline referrals and check-in data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Utliize program to support teaching and monitoring social and emotional learning for all students. Teachers will have daily community circle utilizing Purposefull People to support students in character development including (anti-bullying) and skills for life. **Strategy's Expected Result/Impact:** Decrease in discipline data and an increase in students in the classroom. **Staff Responsible for Monitoring:** Grade level APs. **Title I:** 2.51, 2.53 **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Progam - 211 - Title I Part A - $2,950				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Based upon the culture and climate survey staff report they do not feel supported with student behavior. **Root Cause**: There are radio calls at multiple times throughout the day requesting support for students. There is a need to have a clearly defined and communuicated behavior management plan for the campus and training for staff to learn how to deescalate student behavior.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The Comprehensive Needs Assessment Process is described below. The campus leadership team evaluated the 2025-26 data. We reviewed the following data: STAAR, Attendance, Discipline, Failure Lists, Staff Quality, Homeless Students, Economically Disadvantaged EBs Parent Participation Report Cards Special Student Populations — 504, Special Education, GT, Staff Development, Standardized Tests, surveys, and Interviews of Students/Staff/Parents, Teacher Turnover Rates, MTSS, Testing/Bell Schedule & Master Schedule.

List of Stakeholders and Roles

Principal	Jessica Hale	Parent	Yadira Reyes
Other school leader	Tamika Johnson	Parent	Emarilda Luca (moved)
Other school leader	Rida Iyoob (replaced by Kendall Wilson)	District Representative	Ann Knight replaced Tiffany White
Teacher	Diego Benitez (replaced by Emily McDowell)	District Representative	Ashley Muzny
Teacher	Tamra Vasquez (replaced by Wanda Parker)	Community/Business	Denise Cupit
Paraprofessional	Lucianna Tognetti (replaced by Manal Khan)	Community/Business	Aubrey Cowley
Paraprofessional	Donna "Jane" Casbeer	Specialized School Support	Colleen Walker
		Specialized School Support	Candace Dobson

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on April 7th, 2026 and again April 27, 2026 and on May 5, 2026 to develop the CNA. The meetings were held in the campus library starting at 4:30 p.m. on both dates.

At the first meeting on April 7th, Principal Hale began the meeting with introductions. Then, Principal Hale shared with the group the team's expectations. Several handouts were provided to attendees, which led to discussions during the meeting. The importance of attendance, the purpose of the campus needs assessment, and the overview of Title I were explained to all members. The campus leadership team reviewed the data listed above to identify areas of strength and areas that were in need of improvement. Groups were given various data points to review, and they discussed the information with each other and then shared their findings as a whole group. The committee would review student attendance and student assessment data to identify both strengths and problems from the 2025-2026 school year. As we reviewed the data, we observed our campus meets and masters percentages increased in all areas except for 4th-grade RLA. The committee reviewed and discussed our campus data, which meets and masters data were lower than the district average, and the 4th-grade RLA data from the interim did not reflect growth. Principal Hale led the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at behavior data, attendance data, student achievement data, and data reflected in the campus culture and climate to identify strengths, problems, and root causes from the 2025-2026 school year.

At the second meeting on April 27th we reviewed student achievement data, specifically Amira, CBA's, KLA's, previous STAAR data, intervention data (MTSS), progress circle

monitoring data, TXKEA, MAP data and grades. We reviewed data and looked for trends.

At the third meeting on May 5th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2025-2026, but focused most of the meeting on the problems that were identified from the data. Principal Hale led the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

Problem Statement: There is a need to have improved STAAR scores in 3rd, 4th, and 5th

Meets and Masters Grade Level for Language Arts, Math, and Science.

Root Cause: Teachers and staff need professional development and resources in order to support the teaching and learning in all content areas.

Problem Statement: Based upon the culture and climate survey staff report they do not feel supported with student behavior.

Root Cause: There are radio calls at multiple times throughout the day requesting support for students. There is a need to have a clearly defined and communicated behavior management plan for the campus and training for staff to learn how to de-escalate student behavior.

Problem Statement: There is a need to actively recruit high-quality teachers at Golbow, which is a high-poverty and high-minority campus.

Root Cause: Teachers and staff need a robust mentor program, additional staff professional development, including awareness on how to support the staff's emotional well-being.

1.2: Location for Evidence of Multiple Meetings Held

The meetings held were held on April 7, 2026, and April 27, 2026, and May 5, 2026, at 4:30 p.m. in the campus library.

The meeting agenda, minutes and sign in sheets are located in the Title I Crate.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP was reviewed and discussed on October 6th, 2026 to the committee. We will also discuss the CIP on February 4th, 2027, and April 6th, 2027. All meetings will be held on campus in the library.

The meeting agenda, minutes, and sign in sheets are in the Title I crate.

2.2: Stakeholders 1114(b)(2)

List of Stakeholders and Roles for the development of the 2026-2027 CNA:

Principal	Jessica Hale	Parent	Yadira Reyes
Other school leader	Tamika Johnson	Parent	Emarilda Luca (moved)
Other school leader	Rida Iyoob (replaced by Kendall Wilson)	District Representative	Ann Knight replaced Tiffany White
Teacher	Diego Benitez (replaced by Emily McDowell)	District Representative	Ashley Muzny
Teacher	Tamra Vasquez (replaced by Wanda Parker)	Community/Business	Denise Cupit
Paraprofessional	Lucianna Tognetti (replaced by Manal Khan)	Community/Business	Aubrey Cowley
Paraprofessional	Donna "Jane" Casbeer	Specialized School Support	Colleen Walker
		Specialized School Support	Candace Dobson

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Schoolwide Plan is made available in multiple formats and languages to ensure accessibility:

- Posted on the Golbow campus website in English and Spanish.
- Hard copies are available in the front office.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Any strategy in which Title I funds are listed as a funding source has Title I elements tied to it.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The formative reviews are in October, February, and April. The summative review can be found in Plan 4 Learning and in the Title I crate. The schoolwide program evaluation is included in the CNA process.

Title I Personnel

Name	Position	Program	FTE
Kathryn Craig	Instructional Coordinator	Title I	1.0
Laura Shepard	Academic Support Teacher	Title I	1.0

Campus Funding Summary

211 - Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$5,000.00
1	3	1	Title I Staff		$278,972.00
1	3	1	Headphones		$1,800.00
1	3	1	Substitute Professional		$10,000.00
1	3	1	HMH, SAVAAS, & McGraw Hill Resources		$40,000.00
1	3	1	Program- GoGuardian		$795.00
1	3	2	Tutorials Payroll		$5,000.00
1	3	2	Tutorial Snacks		$3,000.00
2	1	1	Resources		$4,000.00
3	1	1	Parent Engagement Event		$3,260.00
3	1	1	Copies to promote events		$500.00
3	1	1	Extra Staff Support		$500.00
3	1	2	Prekindergarten-Kinder Transition - Supplies	2	$500.00
4	1	1	Progam		$2,950.00
				Sub-Total	$356,277.00