

**Katy Independent School District**  
**Golbow Elementary**  
**2024-2025 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 Prek- 5th grade campus in the Katy Independent School District. The campus opened its doors in 1989 and is 35 years old. Golbow is projected to have 670 students for the 2024-2025 school year which is a decrease from 709 students from the 2023-2024 school year.

Comprehensive Needs Assessment Process needs assessment process is described below. The campus leadership team evaluated the 2023-24 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

<b>Principal</b>	<b>Jessica Hale</b>	<b>Parent</b>	<b>Wylencia Daniels</b>
Other school leader	Tamika Johnson	Parent	Susana Garcia
Other school leader	Rida Iyoob	District Representative	Amanda Babin
Teacher	Emily Ferraro	District Representative	Ashley Muzny
Teacher	Katelyn Rogers	Community/Business	Denise Cupit
Paraprofessional	Terri Cruz	Community/Business	Aubrey Cowley
Paraprofessional	Donna "Jane" Casbeer		

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on April 9th, 2024, and again on May 14th to develop the CNA. The meetings were held in the campus library starting at 4:00 p.m. on both dates. We plan to meet again on September 15, 2024, January 15, 2025 and April 15, 2025 to review and revise the CNA as needed.

At the first meeting on April 9th, Principal Hale began the meeting with introductions. Then, Principal Hale shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. The importance of attendance, purpose of the campus needs assessment, and the overview of Title I was explained to all members. The campus leadership team reviewed the data listed above to identify areas of strengths and problems. Groups were given various data points to review and they discussed the information with each other and then shared out their findings whole group. The committee would review student attendance and student assessment data to identify both strengths and problems from the 2023 -2024 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 meets and masters data was lower than the district average and 4th grade RLA data from the interim did not reflect growth. Principal Hale lead 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 2023-2024 school year. Principal Hale thanked everyone for their participation and reminded everyone of the second CNA meeting on May 14, 2024.

At the second meeting on May 14th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Principal Hale lead 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:** Roles and responsibilities need to be reviewed and updated.

**Root Cause:** New Staff Members to the profession and campus.

**Problem Statement:** There is a need to have all educators follow District -Adopted resources with fidelity and integrity. The Curriculum Management System will indicate greater than 80% usage of curriculum.

**Cause:** There is a lack of success models of fidelity and integrity to the curriculum for educators to emulate. Teachers and staff need additional training to have a better understanding on how to effectively implement the resources.

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

**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 deescalate student behavior.

# Demographics

## Demographics Summary

Golbow Elementary was established in 1989 and serves approximately 709 students in grades Pre-Kindergarten - 5th grade. It is identified as a Title I campus in Katy ISD. The campus currently houses special education programs including two Early Childhood Special Education (ECSE) classes, two Life Skills classes, and one PALs program. For the upcoming school 2024-25 we will have two 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 2024-25 school year is 688 students. Enrollment demographics for the 2023-24 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 23-24 school year with having 94 % 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 17% 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, 3 administrators, 2 instructional coaches, 1 instructional coordinator, 2 SLPs, 35 general education teachers, 3 specials teachers, 3 academic support teachers, 2.5 dyslexia teachers, 4 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 one day of district-level training in August, and we provide campus-based new teacher training with Instructional Coaches 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 2024, 61 of 68 classroom teachers have their ESL certification. We strive for a 100% rate of ESL certification among staff, as our EL 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 93%. Families at Golbow value student success and understand that attendance is crucial to student achievement.
4. Students who are withdrawn from GE are typically moving within the district. A trend that we noted last year was that some families left GE to attend a private school and a charter school within one mile of our campus. Interestingly, many of these students returned to GE for the second semester.

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

New Teacher Academy (described above)  
Mentors for every person new to campus  
Support of the Instructional Support team for the first two weeks in the classrooms of every person new to GE  
At least two Learning Walks provided for every teacher, to visit and learn from professional colleagues  
Professional development provided at PLCs and supported financially through local, state, and national conferences  
Grade level planning time strengthens instruction through weekly planning with our instructional coaches and support staff  
Instructional support staff members work with teachers new to the profession, through observation, model lessons, and feedback sessions  
Administrative walkthroughs occur at least one time per semester for every teacher  
Vertical academic teams strengthen the alignment of curricular objectives and instructional strategies  
Restructuring our PDR/PLC grade-level meetings to allow teams to meet two times monthly at a time other than their planning period  
Structuring time to allow teams to have half-day uninterrupted planning sessions periodically throughout the year.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a need to actively recruit high quality teachers at Golbow which is a high-poverty and high-minority campus **Root Cause:** Failing to address educator shortages has led to negative effects on students, schools, districts, and communities.

# Student Learning

## Student Learning Summary

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. As we analyzed the 3rd-5th Math Interim at the end of the school year, the meets average for Hispanic was 45%, African American 33%, and their peer group had a meets of 64%. As we analyzed the 3rd-5th Reading Interim at the end of the school year, the meets average for Hispanic was 49%, African American 34%, and their peer group had a meets of 73%. All of the student groups had shown growth in the Reading & Math from the Fall to Spring which was something to celebrate, however they are still performing lower than their peers. As we analyzed the 5th Science Interim at the end of the school year, the meets average for Hispanic was 38%, African American 17%, and their peer group had a meets of 76%. As we reviewed the special programs, the data indicated that the emerging bilingual students had a higher average for meets than the students who were in the special education program.

### Math:

STAAR Math						STAAR Math					STAAR Math				
(Approaches)						(Meets)					(Masters)				
	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023
3 <sup>rd</sup> Grade	85%	82%	57%	64%	59%	49%	51%	27%	35%	31%	23%	24%	9%	12%	10%
4 <sup>th</sup> Grade	82%	77%	63%	71%	72%	51%	40%	39%	45%	49%	28%	23%	24.56%	30%	19%
5 <sup>th</sup> Grade	99%	96%	77%	82%	70%	57%	61%	41%	48%	36%	31 %	36%	23.39%	18%	13%

### Reading:

STAAR Reading (Approaches)						STAAR Reading (Meets)					STAAR Reading (Masters)				
	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023
3 <sup>rd</sup> Grade	82%	83%	74%	76%	76%	41%	54%	41%	53%	46%	25%	33%	21%	30%	14%
4 <sup>th</sup> Grade	75%	82%	59%			55%	51%	28%			25%	19%	10%		
5 <sup>th</sup> Grade	91%	92%	77%			59%	68%	44%			33%	36%	33%		

## Student Learning Strengths



At Golbow Elementary, our two top academic areas that we are continuously focusing on is Reading and Math. The 2024 STAAR data reflected grades 3-5 AMM improved from the 2023 school year. 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.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a need to have all educators follow District -Adopted resources with fidelity and integrity which is at the grade level standard. **Root Cause:** There is a lack of success models of fidelity and integrity to the curriculum for educators to emulate. Teachers and staff need professional development 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 ELs.

In Reading and Writing, the campus will implement HMH, and Amira, with data tracking and technology to drive student achievement. The teachers have access to classroom libraries. In Math, the campus will implement the math workshop model with Envision, Think Up, and Math By the Book. In Science, the TEKS have changed for the 24-25 school year and there will be a new resource McGraw. Opportunities will be provided for teachers to dialogue about best practices through book studies that will be led by members of the instructional leadership team and support staff.

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

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

Students are encouraged to use a variety of programs and apps using multiple devices such as: 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 (Prioritized):** The campus current roles and responsibilities 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 responsibilities 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 communicated behavior management plan for the campus and training for staff to learn how to deescalate student behavior.

# Perceptions

## Perceptions Summary

Golbow's campus mission and vision .

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 hard 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 Supports and Intervention (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 referrals have decreased for the 2023-2024 school year. Every day teachers start the day with a community circle and use the district wide curriculum of Purposeful 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 3rd 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%, MRE survey participation ranged from 21% to 49% across the weeks and months. Of the eight dimensions measured, GE scored highest in the areas of Relationship with Colleagues, Meaningful Work, and Relationship with supervisor. We scored lowest in these areas: Job Satisfaction and School Management. The 2024-2025 school year brings 15 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). As of late June 2024, we continue to strive to fill our vacancies, having 8 current openings. 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. Our teachers show great appreciation for the parents who are able to come to school and provide activities for the children. This year, once a week we hosted a volunteer Day once a week, 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 to 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 (Prioritized):** 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:** The campus current roles and responsibilities of teachers, staff, and systems need to be updated to support all staff having a clear understanding of campus expectations.

**Root Cause 1:** Current roles and responsibilities for staff, teachers, and systems are not clearly communicated.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** There is a need to have all educators follow District -Adopted resources with fidelity and integrity which is at the grade level standard.

**Root Cause 2:** There is a lack of success models of fidelity and integrity to the curriculum for educators to emulate. Teachers and staff need professional development in order to support the teaching and learning in all content areas.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Based upon the culture and climate survey staff report they do not feel supported with student behavior.

**Root Cause 3:** 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 deescalate student behavior.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Parent participation in school events and awareness of strategies to use to support their student's learning.

**Root Cause 4:** Parent's work schedules, languages, and lack of resources.

**Problem Statement 4 Areas:** Perceptions

# Goals

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

**Performance Objective 1:** HB3: The percentage of 3rd-grade students who achieve Meets and above on Reading STAAR will increase to 51% by July of 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Interim data, Amira data, BOY Growth Measure, MOY Growth Measure, Module Assessments, STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increase in student acheivement for all students <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

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

**Performance Objective 2:** Students reading and math STAAR scores will increase by 7 percent at the Meets level in 3rd, 4th, and 5th grade as well as in science for 5th grade.

**High Priority**

**Evaluation Data Sources:** Campus based assessments, DLAs, checks for understandings, interims, and STAAR.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 reading and writing TEKS for all subpopulations to create a well rounded education. <b>Strategy's Expected Result/Impact:</b> Increase student engagement and achievement <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>Title I:</b> 2.5 <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Program- GoGuardian - 211 - Title I Part A - \$795, Title I Staff - 211 - Title I Part A - \$233,134	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Tutorials will be provided based upon data and for students who are at-risk of failing. <b>Strategy's Expected Result/Impact:</b> Student achievement will increase <b>Staff Responsible for Monitoring:</b> Instructional Coordinator and Instructional Coach  <b>Title I:</b> 2.6	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**



### Student Learning

**Problem Statement 1:** There is a need to have all educators follow District -Adopted resources with fidelity and integrity which is at the grade level standard. **Root Cause:** There is a lack of success models of fidelity and integrity to the curriculum for educators to emulate. Teachers and staff need professional development 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 3:** HB3: The percentage of 3rd-grade students who achieve Meets and above on Math STAAR will increase to 37% by July of 2025.

**High Priority**  
**HB3 Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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 reading and writing TEKS for all subpopulations.  <b>Strategy's Expected Result/Impact:</b> Student achievement will increase. <b>Staff Responsible for Monitoring:</b> Instructional Coach and Principal  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> - 211 - Title I Part A - \$5,000		Formative			Summative
		Oct	Jan	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> There is a need to have all educators follow District -Adopted resources with fidelity and integrity which is at the grade level standard. <b>Root Cause:</b> There is a lack of success models of fidelity and integrity to the curriculum for educators to emulate. Teachers and staff need professional development 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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. <b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 2:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Goal 3:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 1:** Recruit and retain teachers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increase in staff feeling appreciated and increase in staff retention <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>→</div> Continue/Modify <div><div><div></div></div><div></div></div> <div>✖</div> Discontinue				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> The campus current roles and responsibilities of teachers, staff, and systems need to be updated to support all staff having a clear understanding of campus expectations. <b>Root Cause:</b> Current roles and responsibilities for staff, teachers, and systems are not clearly communicated.
<b>Problem Statement 2:</b> Based upon the culture and climate survey staff report they do not feel supported with student behavior. <b>Root Cause:</b> 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 deescalate student behavior.

**Goal 4:** 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 assist families' ability to support student learning at home by sharing goals and standards, and by providing at-home strategies that align with instructional practice and learning standards

**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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Golbow Elementary will provide 2 seperate after school events to assist families' ability to support student learning at home by sharing goals and standards, and by providing at-home strategies that align with instructional practice and learning standards. The event will be advertised in English and Spanish through the campus website, campus weekly email communication, and campus FaceBook page.  <b>Strategy's Expected Result/Impact:</b> To inform and support families on how to support their student's learning at home. <b>Staff Responsible for Monitoring:</b> Title I teacher and Title I Instructional Coordinator  <b>Title I:</b> 4.1 <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Parent Engagement Event - 211 - Title I Part A - \$2,850, Copies to promote events - 211 - Title I Part A - \$400	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

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

**Goal 5:** 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			
<b>Strategy 1:</b> Utilize program to support teaching and monitoring social and emotional learning for all students. Teachers will have daily community circle utilizing Purposeful People to support students in character development and skills for life. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline data and an increase in students in the classroom. <b>Staff Responsible for Monitoring:</b> Grade level APs.  <b>Title I:</b> 2.5, 2.6 <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Program - 211 - Title I Part A - \$2,615.50		Formative			Summative
		Oct	Jan	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Based upon the culture and climate survey staff report they do not feel supported with student behavior. <b>Root Cause:</b> 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 deescalate student behavior.

# Title I

## 1.1: Comprehensive Needs Assessment

Loraine T. Golbow Elementary is Prek- 5th grade campus in the Katy Independent School District. The campus opened it doors in 1989 and is 35 years old. Golbow is projected to have 670 students for the 2024-2025 school year which is a decrease from 709 students from the 2023-2024 school year.

Comprehensive Needs Assessment Process needs assessment process is described below. The campus leadership team evaluated the 2023-24 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

<b>Principal</b>	<b>Jessica Hale</b>	<b>Parent</b>	<b>Wylencia Daniels</b>
Assistant Principal	Tamika Johnson	Parent	Susana Garcia
Other school leader	Rida Iyoob	District Representative	Amanda Babin
Teacher	Katelyn Rogers	District Representative	Ashley Muzny
Teacher	Emily Ferraro	Community/Business	Denise Cupit
Paraprofessional	Terri Cruz	Community/Business	Aubrey Cowley
Paraprofessional	Donna "Jane" Casbeer		

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on April 9th, 2024, and again on May 14th to develop the CNA. The meetings were held in the campus library starting at 4:00 p.m. on both dates. We plan to meet again on September 15, 2024, January 15, 2025 and April 15, 2025 to review and revise the CNA as needed.

At the first meeting on April 9th , Principal Hale began the meeting with introductions. Then, Principal Hale shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. The importance of attendance, purpose of the campus needs assessment, and the overview of Title I was explained to all members. The campus leadership team reviewed the data listed above to identify areas of strengths and problems. Groups were given various data points to review and they discussed the information with each other and then shared out their findings whole group. The committee would review student attendance and student assessment data to identify both strengths and problems from the 2023 -2024 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 meets and masters data was lower than the district average and 4th grade RLA data from the interim did not reflect growth. Principal Hale lead 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 acheivement data, and data reflected in the campus culture and climate to identify strengths, problems, and root causes from 2023-2024 school year. Principal Hale thanked everyone fortheir participation and reminded everyone of the second CNA meeting on May 14, 2024.

At the second meeting on May 14th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Principal Hale lead 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:** Roles and responsibilites need to be reviewed and updated.



**Root Cause:** New Staff Members to the profession and campus.

**Problem Statement:** There is a need to have all educators follow District -Adopted resources with fidelity and integrity. The Curriculum Management System will indicate greater than 80% usage of curriculum.

**Cause:** There is a lack of success models of fidelity and integrity to the curriculum for educators to emulate. Teachers and staff need additional training to have a better understanding on how to effectively implement the resources.

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

**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 deescalate student behavior.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Principal	Jessica Hale	Parent	
Assistant Principal	Tamika Johnson	Parent	
Other school leader	Rida Iyoob	District Representative	Amanda Babin
Teacher	Eve Harbour	District Representative	Ashley Muzny
Teacher		Community/Business	Denise Cupit
Paraprofessional	Terri Cruz	Community/Business	Aubrey Cowley
Paraprofessional	Donna "Jane" Casbeer		

2.2: Regular monitoring and revision

CAT members own a personal copy of the Campus Improvement Plan, and we review the CIP at each CAT meeting, noting progress towards meeting the performance objectives and overall goals. Throughout the year, surveys and formative data are collected. Administrators, Instructional Coach, and Instructional Coordinator completes formative reviews of all strategies on a quarterly basis and a summative review each June; these are recorded in the online Title One Crate (Plan 4 Learning). Team Leaders review the previous CIP each August, as well as the draft of the proposed new CIP, and provide input. Staff members are reminded of the CIP goals, objectives, and strategies throughout the school year, often as the reason we are implementing various activities.

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is available in our school's front office for review. The Campus Improvement Plan is on our campus website <https://www.katyisd.org/GE>. Should a parent require the CIP in a language other than English or Spanish, an appointment may be made with the campus principal, and an interpreter will be secured.

The links are publicized twice/year through our campus eNews.

## **2.4: Opportunities for all children to meet State standards**

Most students at GE are placed in classrooms with certified teachers; due the teacher shortage, some of our students will start this school year in non-certified substitutes' classrooms. Many of our classrooms are supported by highly qualified paraprofessionals. High quality instruction is provided to the maximum extent possible, with few interruptions, one 30-minute recess period, and daily intervention time built into the master schedule. Students not meeting state requirements and those struggling academically are provided academic support for at least thirty minutes a day, provided by a member of our Instructional Support Team or a grade level teacher. Before and after school tutorials are offered for struggling students, as well. Quarterly MTSS meetings involve reviewing data and collaboration among grade level teachers, academic support teachers, counselor and the administrative team to review student progress and strategies. Professional development is provided through monthly staff meetings, through weekly team planning, and through our Professional Development Rotation, and by sending staff to various local, state, and national conferences and trainings.

## **2.5: Increased learning time and well-rounded education**

Our master schedule is designed to maximize uninterrupted learning time for students in all grade levels. As we place Specials, lunch, recess, and small group instruction where identified students receive intervention on the schedule, we aim to offer the largest continuous instructional blocks possible, keeping in mind the developmental stages of the students. (Kindergarten students cannot sustain four straight hours of instruction.) We offer intervention time for each grade level on a daily basis, so that students who are struggling or who have mastered the curriculum, receive appropriately differentiated instruction. Beyond the academics, we provide daily Morning Meetings for all students, so that social-emotional skills may be grown. We utilize PBIS campus-wide, helping students further develop appropriate social skills. Character education is provided through Character Strong/Purposeful People from our counselors; they also provide guidance lessons, and sponsor counseling groups based on common topics (friendship, divorce, moving, etc.) We celebrate academic achievement AND demonstration of high-quality character, through grade level assemblies.

## **2.6: Address needs of all students, particularly at-risk**

At-Risk students' needs are met in various ways at GE. Any student failing a subject area is immediately placed in RTI/MTSS. A collaborative team meets at least once every six weeks to review students who are struggling, and to determine where they may be best served. Academic Support Teachers (state and federally funded) provide daily intervention in thirty or forty minute slots for both Math and Reading during small group instruction. Any intermediate student failing a state test automatically will receive intervention for each subject area failed, over the summer or the following school year. We offer full-day PreK education on our campus. We have three PreKindergarten classrooms and two ECSE classrooms, knowing that early intervention is best. Students requiring 504 or special education are monitored closely by case managers, who meet regularly with classroom teachers to provide students with appropriate instruction. Communication with parents is also critical. IEPs and BIPS are enforced with high fidelity. The behavioral progress and attendance rates of students are tracked closely by grade level assistant principals. Parents are included quickly if either area is in jeopardy. By definition, every parent of a Katy ISD elementary student is offered at least one parent conference/year (in the Fall semester). Various mentoring programs exist on our campus, in order to help our students feel like they matter. We have KEYS from the community, PALS from the high school, social worker, and counselor on campus to support students.

## **3.1: Annually evaluate the schoolwide plan**

The schoolwide plan is evaluated annually through summative reviews in Plan 4 Learning, and through the entire Campus Needs Assessment process. Various stakeholders gather in the fall and spring semesters to review. In May the committee conducts an annual comprehensive needs assessment review and evaluates the effectiveness of the plan. Our plan is a living, breathing document, open to revision as needed, throughout the school year. Multiple data sources are used to evaluate progress on strategies, performance objectives, and goal

achievement.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

Our Parent and Family Engagement Policy is reviewed and revised on an annual basis, at a spring CAT meeting. We typically provide various examples of the policies from different schools and combine the best of what we see. This policy is posted on our campus website in Spanish and English and is reviewed and distributed to families on our Meet the Teacher and Open House in the fall. Each year, we have parents, teachers, and students sign off in agreement to the procedure. For families not attending the event, the document is sent home and an incentive is provided for students who do return the signed policy. Most recently, the campus improvement plan was reviewed and we completed our campus needs assessment on April 9, 2024 and May 14, 2024. The most current PFE is available in Spanish and English in our Front Office, on our campus website, and upon request by any patron. The links are publicized twice/year through our campus eNews.

## **4.2: Offer flexible number of parent involvement meetings**

Our Campus Advisory Team meets 4-6 times/year, and we offer a minimum of two Title One Parent and Family Engagement events per school year (at least one/semester). For students who have previously failed the STAAR assessment the teacher holds an additional parent meeting in the spring. Parents and guardians are invited for parent/teacher conferences every Fall. Musical performances are offered by our 2nd grade and choir. Our PTA is active and holds general meetings 4-6 meetings/year. They have held different events such as Donuts with Grown- Ups and family board game night. Book Fairs offer opportunities for parents to be involved, and we have a day once a week we invite volunteers to come to campus to support our teachers. Every grade level invites parents to Learning Celebrations twice a year and Field Day. By offering during the day opportunities, as well as evening opportunities, we aim to attract the greatest possible number of parents and family members attending GE events in support of their children.

# Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title I Staff		\$233,134.00
1	2	1	Program- GoGuardian		\$795.00
1	3	1			\$5,000.00
4	1	1	Parent Engagement Event		\$2,850.00
4	1	1	Copies to promote events		\$400.00
5	1	1	Progam		\$2,615.50
Sub-Total					\$244,794.50

# Addendums



The Percent of **Golbow** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 50% to 55% by July 2029.

Golbow: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	50%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	51%	52%	53%	54%	55%
		Met Internal Goal	-					

[illegible]

The Percent of **Golbow** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 36% to 41% by July 2029.

Golbow: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	36%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	37%	38%	39%	40%	41%
		Met Internal Goal	-					

[illegible]