Sheldon Independent School District

Garrett Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: October 18, 2022
Public Presentation Date: October 18, 2022

Mission Statement

We will maintain high expectations and promote academic achievement for all. We are committed to providing an environment in which all students and adults feel safe, welcomed, respected, and trusted. The Gator Way is all about learning together and supporting each other.

Vision

We are dedicated to helping each student maximize their academic, emotional and social growth in order to become a lifelong learner.

Value Statement

The Gator Way Pledge

WE CAN think positively and find creative solutions to any problems that we face.

WE WILL continue to stay on the path that leads us towards reaching our goals.

WE MUST give our best at all times and realize that every day brings a new set of limitless opportunities because ***WE POSSES...The Gator Way.***

THE GATOR WAY!

Great

Attitude

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Resistance

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Comprehensive Needs Assessment

Revised/Approved: May 27, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Garrett Elementary opened their doors to the community September 2011 and is located in Sheldon ISD with an enrollment of 618 students. Garrett Elementary serves students in grades 1-5.

This was the 4th year implementation Compass Schools and Garrett Elementary will be a Performance and Visual Arts School. The implementation will start this year in 1st grade. Sheldon ISD will continue the multi-lingual program for the district. A dual language program will be implemented this year at Garrett in grades 1st-5th, where students who speak English and Spanish will receive instruction in both languages throughout the school year. This model allows for students to be fostered in their native language while acquiring a new language. It also allows for non-ELL students to acquire the Spanish language.

Our Targeted Assisted/ School Title 1 program consist of parent and family engagement activities, extended day for math and reading, teacher professional development and two coaches (one for math and one for reading) Parent involvement is key to a successful partnership with the school. Selected students are able to participate in the after-school program Monday through Friday. This gives parents the opportunity to have their children in a safe, supervised environment. Campus Administration will hold monthly Parent Engagements with parents to discuss concerns and upcoming initiatives in person and zoom. Each semester parents, students and the community will be invited to attend at least 2 parental involvement activities to help improve academic achievement of students and increase parent academic. These activities will be held virtually and in person help accommodate parent schedules. Our State Compensatory Program (SCE) consists of the training of teachers in best practices for at-risk students and providing activities to improve academic success of at-risk students.

We completed our second year Effective Schools Framework and made we made significant growth in the areas of 1:1, 5:1 and 5:3. Domain 2A performance 84% average growth scale score 91. Domain 2B scale score 69.

Campus Needs Assessment Summary

Meetings were held on April 25th, April 26th, 27th 2022 to conduct the comprehensive needs assessment. STAAR Data was reviewed by the staff on May 26th (preliminary data). The Admin Team reviewed released data on June 21st.

Glenis Augustine - Classroom Teacher
Carletta Anderson - Classroom Teacher
Carishia Parker - Classroom Teacher
Tiffanie Ivy - Classroom Teacher
Carmela Flores - Classroom Teacher
Lahoia Kennedy – Campus Interventionist

Glenis Augustine - Classroom Teacher
Jasmine Bell – Campus Interventionist
Nikki Irvin - Campus Support Teacher
Amy Rochon - SPED Teacher
Franshell Eckford- Counselor
Albertha Thomas- Campus Instructional Specialist
Tolenia Lee- Classroom Teacher
Angela Anderson - Campus Instructional Specialist
Shlena Freeman - Campus Instructional Specialist
Dora Mejia- Parent Irvin Clark - Community Member
Jenita Boleware- Assistant Principal
Tacarra Williams-Principal

After completing the comprehensive needs assessment, it has been determined that the following will be focus areas for the campus for the 2022-23 school year:

1. Provide intentional professional development to improve the knowledge and skill set to facilitate individual and school-wide improvement that will ultimately increase the academic performance of all students especially those identified at-risk.

2. Improve Tier I instruction that will increase the teaching and learning process.

3. Provide well-rounded instruction that will support the whole child through innovative lessons and activities.

4. Improve in lesson planning integrating technology.

5. Implement strategies that will support the concept of differentiated instruction through the development of meaningful plans for AA and EL students.

6. The campus will offer multiple family learning events that will include stratgies and best practices that will help parents help support student acacdemic growth.

Campus Administration met June 21, 2022 and EOY Instructional Survey was conducted to discuss goals and strategies to meet campus comprehensive needs.

Albertha Thomas - Campus Instructional Specialist
LaHoia Kennedy- Campus Instructional Specialist
Angela Anderson - Campus Instructional Specialist
Shlena Freeman - Campus Instructional Specialist
Jenita Boleware- Assistant Principal

Albertha Thomas - Campus Instructional Specialist
Tacarra Williams-Principal

During this meeting, we drafted a professional development calendar for the first nine weeks. In an effect to improve tier one instruction, we revised our current planning and PLC expectations, protocols, and procedures. We discussed summer professional development and campus master schedule.

On September 15, 2022 the Site Base Decision Making Team held a meeting to make revisions and recommendations to the CIP. in preparation for final submision

Data used:

- 2020-2021 STAAR data
- 2021-2022 STAAR data
- Campus Targeted Data Analysis Tracking Tool

This campus is a School-wide program that facilitates a “Conceptual Consolidation” of federal, state, and local funds to improve student performance and upgrade the entire educational program. The Site-based decision-making team collaborates on how the funds will be utilized to enable all students to meet the challenging state academic standards.

Priority Problem Statements

Goals

Goal 1: Garrett Elementary will maximize student learning for all.

Performance Goal: By June 2023, Garrett Elementary will increase the overall STAAR component score from 36 to 42 by increasing the number of students who achieve meets and masters.

Performance Objective 1: By June 2023, Garrett Elementary will increase its component score in ELAR from 63% to 72% by increasing the percentage of students who score at the meets level or above by 8% points.

High Priority

HB3 Goal

Evaluation Data Sources: The campus will review the results from the 2023 STAAR .
District Assessment Data
mClass and TRC Data
Campus Formative Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a plan to improve Tier 1 and intervention instruction through professional development and purchasing high quality instructional materials for classroom teachers to improve student performance. This strategy addresses the needs of all students in the school but especially populations who are at-risk, receive special education services and are emergent bilinguals who are not meeting challenging State academic standards. August 2022 September 2022 November 2022 **Strategy's Expected Result/Impact:** Increase in student fluency and overall comprehension for all students. This strategy will help increase AA, ED and EB student academic growth. **Staff Responsible for Monitoring:** Principal. Assistant Principal, Instructional Coaches, Campus Interventionist **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional materials to support learning - 211-Title I - $5,000, Instructional materials to support learning - 199-State Comp. Ed. - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and execute a data tracking system for all grade levels. The strategy will help campus administrators and teachers identify and monitor growth over time for each student individually. This system with help ensure more students are progressing towards end of the year growth goal. September 2022 **Strategy's Expected Result/Impact:** Increase all student's performance at the approaches , meets and masters levels. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches and Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Resources and materials - 211-Title I - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to provide ongoing AVID professional development and campus implementation to help increase student college and career readiness, organizational skills and writing skills through the use strategically identified WICOR strategies in Tier 1 instruction. This strategy will provide opportunities for all children to meet the challenging State academic standards. August 2022 September 2022 **Strategy's Expected Result/Impact:** Student achievement at meets and masters grade will increase by 6% specially in AA, EB and ED students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches and Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** AVID Professional Development - 199-State Comp. Ed. - $5,000, AVID Implementation Resources (planners) - 211-Title I - $5,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Garrett Elementary will participate in the CRIMSI pilot for first through fifth grade language arts and first through third grade math by piloting high quality instructional materials (Amplify CORE Knowledge and Skills, Amplify CORE 3-5, Eureka Math 1-3). The use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide and enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. August 2022 **Strategy's Expected Result/Impact:** Teachers will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help to provide an enriched and accelerated curriculum necessary to provide a well-rounded education. Increase reading scores on grade 3-5 STAAR and EOY TRC scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Offer an After-School program that will provide academic assistance in the areas of reading, mathematics, science, social studies, writing, and college and career readiness. August 2022 **Strategy's Expected Result/Impact:** An increase in students' percent score on STAAR assessment and/or district assessments in reading and mathematics. An increase in students' overall attendance Decrease office referrals by 10% from the 2020-2021 school year **Staff Responsible for Monitoring:** After-School program site coordinator After-School program Project Director Executive Director of Federal Programs and Grants **Funding Sources:** Instructional materials and supplies - $5,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Facilitate a program for students moving from kindergarten to 1st grade and for students moving from 5th grade to 6th grade to provide a smooth transition for academic purposes as well as to create a positive learning culture. April 2023 **Strategy's Expected Result/Impact:** Student attendance and engagement in the event. **Staff Responsible for Monitoring:** Campus counselor and principal **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Garrett Elementary will maximize student learning for all.

Performance Goal: By June 2023, Garrett Elementary will increase the overall STAAR component score from 36 to 42 by increasing the number of students who achieve meets and masters.

Performance Objective 2: By June 2023, Garrett Elementary will increase its component score in Math from 37% to 43% by increasing the percentage of students who score at the meets level or above by 6% points.

High Priority

HB3 Goal

Evaluation Data Sources: The campus will review the results from the 2023 STAAR .
District Assessment Data
I-Ready Data
Campus Formative Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a plan to improve Tier 1 instruction, intervention/enrichment instruction and writing across content areas through professional development and purchasing high quality instructional materials for classroom teachers to improve student performance. This strategy addresses the needs of all students in the school but especially those who are at-risk of not meeting challenging State academic standards. August 2022 November 2022 December 2022 **Strategy's Expected Result/Impact:** Increase the quality of instruction and meet the needs of all diverse learners by providing opportunities for all children to meet challenging state academic standards. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - 211-Title I - $5,000, - 199-State Comp. Ed. - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Instructional coaches will collaborate with teachers during planning and PLC focusing on internalizing innovative lessons for the needs of all students in the school but especially for at risk, AA and ELL students who are not meeting challenging State academic standards.. August 2022 September 2022 January 2023 March 2023 **Strategy's Expected Result/Impact:** Increase in district assessment results in all grades and 3rd-5th STAAR scores. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Special's teachers will integrate Performance and Visual Arts focused lessons for students to participate in during PLC (Choice Time) and conference rotations. The lessons will focus on art with purpose , digital productions, readers theater , dance and phonics through music. September 2022 **Strategy's Expected Result/Impact:** Increase student academic performance in the areas of reading, critical thinking and decision making. **Staff Responsible for Monitoring:** Specials Teachers, Principal and Assistant Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Digital Resources, Books, Instruments, Production/Performance Resources - 211-Title I - $2,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Garrett Elementary will maximize student learning for all.

Performance Goal: By June 2023, Garrett Elementary will increase the overall STAAR component score from 36 to 42 by increasing the number of students who achieve meets and masters.

Performance Objective 3: By June 2023, SISD will increase its score on the 5th grade Science component score from 33% to 36% by increasing the percentage of students who score at the meets level or above by 3% points.

High Priority

Evaluation Data Sources: The campus will review the results from the 2022 STAAR
District Assessment Data
Campus Formative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a plan to improve Tier 1 instruction content areas through professional development and purchasing high quality instructional materials for classroom teachers to improve student performance. This strategy addresses the needs of all students in the school but especially those who are at-risk of not meeting challenging State academic standards. September 2022 **Strategy's Expected Result/Impact:** Students will display evidence of understanding CER (claim, evidence, reasoning). Students will Increase performance on district assessments and 5th STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coaches **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide different engaging student-centered learning experiences through the use of technology and hands on experiences for all students. The use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide and enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. September 2022 November 2022 **Strategy's Expected Result/Impact:** Virtual experiences that mimic real life application and experiences. Increase teacher/student ability to provide real-time communication and feedback. Students will deepen their understanding of concepts because of the hands on experiences. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Garrett Elementary will attract, develop and retain highly effective staff.

Performance Objective 1: By May 2023 we will retain effective and highly qualified campus teachers and decrease teacher resignations by 5%.

Evaluation Data Sources: Climate and Culture Team Building Activities Exit Tickets
Classroom walk-through and observations
Campus Resignations (not including promotions)
Professional Development Sign In Sheets
Meeting Agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Creating a campus culture and climate that promotes support, team work, pride and celebration. Provide Professional Development sessions that focus on campus staff and instructional expectations. Provide additional sessions that specifically focus on increasing teacher understanding of T-TESS Rubric provide opportunities to grow in identified areas. September 2022: Region 4 T-TESS **Strategy's Expected Result/Impact:** Teachers performing at a proficient level on T-TESS will increase by 8%. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and implement a Campus Mentor Program that focuses on building relationships, instructional support and increase positive campus culture experience. September 2022 **Strategy's Expected Result/Impact:** Increase unity, team building and collaboration **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor and Lead Mentor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Garrett Elementary will attract, develop and retain highly effective staff.

Performance Objective 2: Provide opportunities for the after-school program staff to attend training sessions as well as for the site coordinator to attend local, state, and national conferences as required or deemed necessary to fulfill the requirements of the grant.

February 2023, March 2023, April 2023, and/or June 2023

Evaluation Data Sources: Campus Academic Data
After- School Program Attendance
Program Implementation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The site coordinator will attend the National After-School Association conference. January 2023, February 2023, March 2023, April 2023, and/or June 2023 **Strategy's Expected Result/Impact:** Increase enrollment for after-school programs Improve management of program staff Implement programs that improve student academic success. **Staff Responsible for Monitoring:** Campus Principal Executive Director of Federal Programs and Grants **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Garrett Elementary will attract, develop and retain highly effective staff.

Performance Objective 3: By June 2023 teachers will attend at least 1 professional development (campus, district or state) per semester to help them achieve proficient in each domain of the T-Tess Instrument.

September 2022, October 2022, December 2022, January 2023

Evaluation Data Sources: Professional Development Certificates
Professional Development Sign In-Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Promote a climate of growth and the use of effective teaching strategies. September 2022, October 2022, December 2022, January 2023 **Strategy's Expected Result/Impact:** Improve student performance Retain highly qualified staff **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Garrett Elementary will continue to build positive relationships with parents and community members.

Performance Objective 1: By June 2023 Garrett Elementary will meet expectations at all levels and innovative at least 3 categories on the parent engagement implementation rubric on building home/school partnerships.

August 2022
September 2022
October 2022
November 2022
December 2022
January 2023
February 2023
March 2023
April 2023
May 2023

High Priority

Evaluation Data Sources: Monthly Events
Sign In Sheets
Campus Newsletters
Sign-In Sheets
Meeting Flyers/Agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parents and Community Members will attend at least 2 campus sponsored events per semester virtually or in-person. We will provide cross curricular (Math, Science and Literacy) events/projects that will promote the entire family participation and the learning of academic strategies that increase student success. August 2022-June 2023 **Strategy's Expected Result/Impact:** Increase parental involvement and understanding of student academic expectations. Development of Parent and Family Engagement Night increase Parent's State of the School Awareness **Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase communication with parents through class dojo, school messenger, teacher communication an monthly campus newsletters. We will offer monthly Parent Engagement Meetings in person and virtually to discuss upcoming events, parent volunteer opportunities and home connection strategies. To continue our commitment to building a strong home-to-school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language. August 2022: August Parent Engagement Meeting, September 2022: Parent Engagement Meeting **Strategy's Expected Result/Impact:** Parents will feel more informed about upcoming events and students academic performance. Parent engagement activities will increase in participation by 5%. Parent volunteers will increase by **Staff Responsible for Monitoring:** Principal, Assistant Principal, CIS **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: We will implement Parenting Partners Program for families to empower parents in parenting and leadership skills that contribute to the child's academic success. We will offer at least 2 days a week for GE Parent Volunteers to assist with school activities which include classroom project/activity preparation, classroom read aloud, car rider duty, attend field trips, set-up for after-school campus sponsored activities, campus beautification projects and Watch DOGS implementation. August 2022: GE Parent Volunteer Room **Strategy's Expected Result/Impact:** Increase parent involvement and engagement Increase parent understanding of social emotional learning Increase parent understanding of student academic needs Increase student performance **Staff Responsible for Monitoring:** Parenting Partners Leader Principal Counselor **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 211-Title I - $4,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Parents of students participating in the After School Program will be invited to participate in activities such as the Spring Showcase, Parent/Community Advisory board meetings held once per quarter and monthly parent education activities on various topics presented in English and Spanish. (September 2022, December 2022, March 2023, May 2023) **Staff Responsible for Monitoring:** After School Program Site Coordinator, Campus Principal **Funding Sources:** Contract with vendors and instructional materials to support presentations/refreshments - 265-21st Century After-School Program (Cycle 10) - $1,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide enrichment programs such as dance, martial arts, sports, keyboarding, cooking, gardening, social emotional learning, theater arts, etc. (September 2022, November 2022, January 2023, March 2023, May 2023, & June 2023 **Strategy's Expected Result/Impact:** Students provided with ex-curricular opportunities. Decrease student referrals Increase academic performance Support campus PVA initiative **Staff Responsible for Monitoring:** After School Program Site Coordinator and Principal **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Vendors to provide enrichment activities to encourage student participation - 269 21st Century After-School Program (Cycle 11) - $3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Garrett Elementary will maintain a safe and positive learning environment.

Performance Objective 1: By June 2023 Garrett Elementary will cultivate a safe and supportive learning environment for all students, students and staff.

Evaluation Data Sources: Safety Compliance Reports, Attendance Data, Student Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Comply with district expectations for staff and student safety protocols.	Formative			Summative
	Nov	Jan	Mar	June
August 2022 September 2022 **Strategy's Expected Result/Impact:** Efficient and safe dismissal procedures and protocols Building Security ad Safety **Staff Responsible for Monitoring:** Principal, Assistant Principal and Campus Staff **Funding Sources:** Safe Dismissal Application - 199-State Comp. Ed. - $2,000, Staff and Student Safety Materials - 199-State Comp. Ed. - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Implement PBIS and House System implementation that will promote restorative practices, student rewards, academic achievement and improve school culture.	Formative			Summative
	Nov	Jan	Mar	June
August 2022 September 2022 November 2022 **Strategy's Expected Result/Impact:** Decrease student discipline, increase student academic achievement and increase parent involvement **Staff Responsible for Monitoring:** Assistant Principal, House System Leader **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Gator Store Rewards, Resources and Materials - 211-Title I - $5,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide students with "New Horizons Experience" transitional day visits for 1st and 5th grade parents and students. August 2022 April 2022 **Strategy's Expected Result/Impact:** Build strong social and emotional well-being of students that will help students transition to new campuses. **Staff Responsible for Monitoring:** Principal , Counselor , 1st and 5th Grade Teachers **Funding Sources:** - 211-Title I - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: We will maintain a 96% or higher attendance rate for the school year which will increase student academic achievement. August 2022 September 2022 **Strategy's Expected Result/Impact:** Reduce the number of student tardies by 10%. Increase student leaning time , motivation within the school setting and academic achievement **Staff Responsible for Monitoring:** Asisitant Principal, Attendnace Clerk **Funding Sources:** Student Recognition and Celebration - 199-State Comp. Ed. - $1,000, Parent/Student Resources - 211-Title I - $1,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide provide Classroom Management, Social Emotional Learning and CPS professional development to staff members to help them recognize if/when a students positive learning environment is compromised. September 2022 October 2022 **Strategy's Expected Result/Impact:** Increase in teachers earning proficient in Domain 3. Decrease in discipline referrals Increase in student academic success **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement strategies for assisting preschool children in the transition from early childhood education programs to Garrett Elementary (local elementary school programs). **Strategy's Expected Result/Impact:** Students and parents will become familiarized with Garrett procedures, building layout, curriculum and extra curricular activities. **Staff Responsible for Monitoring:** Counselor, Principal **Title I:** 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Implement strategies for assisting 5th graders to transitioning to 6th grade from the local elementary school programs to middle school. **Strategy's Expected Result/Impact:** Students and parents will become familiarized with middle school expectations, the campus layout, curriculum (course selections) and extra curricular activities. **Staff Responsible for Monitoring:** Counselor, Principal **Title I:** 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Garrett Elementary will maintain and monitor systems to ensure financial accountability.

Performance Objective 1: By May 2023 Garrett Elementary will have 90% of the campus budget spent.

Evaluation Data Sources: Budget Evaluation in December, March and May

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus secretary will meet monthly to discuss the budget guideline, make decisions and ensure PO's are closed monthly and all accounts are up to date. **Strategy's Expected Result/Impact:** Percentage of Federal and State Funds are depleted in timely fashion. **Staff Responsible for Monitoring:** Principal and Campus Secretary				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Analyze current use of resources to determine the impact on school improvement through program evaluation. **Strategy's Expected Result/Impact:** Increase in academic achievement as a result of resources. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Campus Secretary **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Angela Anderson	Campus Instructional Specialist	Title 1	1
Denisha Houston	5th Grade Teacher	Title 1	1
Ikea Rice	1st Grade Teacher	Title 1	1
Karel Anderson-LaFluer	Reading Interventionist	Title 1	1
Kelli Putman	Reading Interventionist	Title 1	1
Sara LaVigne	Title 1 Paraprofessional	Title 1	1

Campus Funding Summary

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional materials to support learning		$5,000.00
1	1	3	AVID Professional Development		$5,000.00
1	2	1			$5,000.00
4	1	1	Safe Dismissal Application		$2,000.00
4	1	1	Staff and Student Safety Materials		$2,000.00
4	1	4	Student Recognition and Celebration		$1,000.00
				Sub-Total	$20,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional materials to support learning		$5,000.00
1	1	2	Resources and materials		$2,000.00
1	1	3	AVID Implementation Resources (planners)		$5,000.00
1	2	1			$5,000.00
1	2	3	Digital Resources, Books, Instruments, Production/Performance Resources		$2,000.00
3	1	3			$4,000.00
4	1	2	Gator Store Rewards, Resources and Materials		$5,000.00
4	1	3			$500.00
4	1	4	Parent/Student Resources		$1,000.00
				Sub-Total	$29,500.00

265-21st Century After-School Program (Cycle 10)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	4	Contract with vendors and instructional materials to support presentations/ refreshments		$1,000.00
				Sub-Total	$1,000.00

269 21st Century After-School Program (Cycle 11)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	5	Vendors to provide enrichment activities to encourage student participation		$3.00

269 21st Century After-School Program (Cycle 11)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$3.00

Addendums

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.2	5.1	5.3
Rationale	**The 2021-22 school year will be year #2 in which we will have an establish Campus Leadership Team that is familiar with the new established roles and responsibilities. In addition, we would like to identify focused priorities, create clear timelines and milestones that we will strategically monitor throughout the normal school enviornment year, minus the effects of COVID-19.**	**We need to focus on improving Teir 1 instruction and the planning rigious activities. Teachers need to fully understand backward design planning. We would like for PLC and Planning to take place with Campus Instuctional Specialist serving as facilitators not providing step-by-step guidiance weekly.**	**Processes are in place to collect and track student achivement data. Teachers do not fully understand how to interpret and make informed decisions based on data to drive whole group and small group instruction. Trainning on DDP is needed to continue work in this area.**
How will you communicate these priorities to your stakeholders? How will you create buy-in?	**Staff will particpate in Campus Planning Meetings that will focus on three areas; Academics, Leadership and Culture in which a representative will be invited from each grade level. During these meetings we will highligt important features, share ideas, obtain feedback and create plans for implementation.**	**Individual Teacher Expectation letters were given to teacher during Summative Meetings. Campus Administrators shared individual goals with teachers that will help them improve in identified areas.**	**Teachers will have EOY data meetings to discuss student achievement and will be given data for their rising students which enable them to use it to plan personal and professional goals for next year.**
Desired Annual Outcome	**Campus Leaders will use data tracking tools to manage and evaluate the outcomes of focused priorities. The effects of clear timelines and milestones will ensure administration and staff accountability. Modifications to implementations will be made based on data and we will improve overall instruction by 10% in Domain 1: Academic Achivement and 70% of students will make academic growth.**	**80% of teacher created lesson plans will include clear TEKS focused objectives with well-planned essential questions, rigorous activities, formative assessments and address the needs of our English Learners. The ILT team will provide specific feedback to 40% of teacher submitted lesson plans weekly. Tier 1 Instruction will improve which will decrease 20% of the students needing intervention by the end of the school year.**	**Teachers will continue understand how Domain 1 and 2 impacts overall campus accountability. Data focused PLC's will be used to help teachers create action plans and start to identify the root causes of student misconceptions. Teachers and the ILT will review the effectiveness Guided Reading and Guided Math to track student mastery while increasing overall student growth by 50% in identified TEKS.**
Desired 90-Day Outcome	**The ILT Team will determine 3 focus priorities for first semester. We will create a semester schoolwide calendar, campus academic checkpoints that will be shared with teachers during BOY Professional Development. We will create a Campus Best Practices Expectations.**	**Plan first semester bite-size professional development that focuses on backward design, formative assessment, guided reading and guided math. Implementation of the CRIMSI curriculum in Reading (1st-5th grades) and in Math (1st-2nd grades).**	**Clearly define the why behind the DDI training and plan effective BOY professional development using 2020-21 EOY data as a starting point for teacher planning.**
How will the campus build capacity in this area? Who will you partner with?	**Instructional leaders will attend additional training on coaching and accelerated instruction. We will partner with district leadership and Region 4 for additional training.**	**Campus bite-sized professional devlopment. Implementvbackward design planning and PLC agendas across grade levels and content areas. We will work with district curriculum coaches. Teachers will complete professional devlopment modules for CRIMSI curriculum.**	**We will provide campus professional development with appropriate time to allow teachers the opprotunity to practice and ask questions. Also, we will continue PLC cycles that focus on data and stduent RTI progress.**
Barriers to Address throughout the year	**1. Teachers needing continuous coaching cycles. 2. Changing the mindset of teachers when it comes to PLC, planning and effective**	**1. New Teachers 2. ELPS Training 3. Teachers Pre-Planning 4. Teachers understanding the different types of formative**	**1.) Teachers coming to data-focused PLCs prepared with templates completed and playing an active role in the discussion. 2.) Teachers**
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Campus Planning Committee Meeting	1.1	5/1/2021		ILT	Agenda, Meeting Notes	5/5/2021, 5/17/2021	Met	
Create Campus Academic and Events Calendar	1.1	5/1/2021		ILT	Campus Calendar	5/5/2021, 5/17/2021, 6/28/2021	Met	
BOY Campus Professional Development Meeting	5.1	6/1/2021	District PD Schedule, Teacher Survey Feedback	ILT	Agenda, Meeting Notes	6/28/2021, 7/19/2021	Met	
Disegregate and Analyze Campus EOY Data	5.3	6/1/2021	Eduphoria Data,STAAR Data, EOY Teacher Data Meeting Notes	Camps Admin	Agenda, Meeting Notes	5/5/2021, 5/17/2021, 6/28/2021	Met	
BOY Campus Professional Development Meeting (Instructional Handbook, CRIMSI Curriculum)	1.1, 5.1	7/4/2021, 7/5/2021, 7/9/2021	Handbook, Curruclum	ILT	Agenda, Meeting Notes	7/4/2021, 7/5/2021, 7/9/2021	Met	
DDP Trainning	5.1	9/28/2021, 9/30/2021	DDP Forms, BOY Data, Unit Data	CIS	PLC Agenda	9/28/2021, 9/30/2021	Significant Progres	Plan the next Data PLC
Best Practices Phase I	5.3	9/24/2021, 9/25/2021	Training Powerpoint, Graded Assignments	ILT	PLC Agenda, Content Focus Goals	9/24/2021, 9/25/2021	Some Progress	Monitor and track progress towards goals set
3 Monitored Focus Areas: Running Rosters Implementation, Data Binders, Parent Communication	1.1, 5.1, 5.3	7/11/2021	Templates, Instructional Handbook	ILT	Running Rosters Upload, Communication Logs, Data Binders	9/1/2021, 9/15/2021, 10/1/2021	Some Progress	Monitor Teacher Consisitency

2022 STAAR Performance Goals

GARRETT EL (101924111) - SHELDON ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
2021 Percent of Tests															
At Approaches GL Standard or Above	39%	36%	38%	62%	40%	-	-	59%	38%	36%	38%	19%	8%	42%	34%
At Meets GL Standard or Above	17%	15%	16%	35%	40%	-	-	24%	16%	14%	16%	12%	0%	19%	13%
At Masters GL Standard	6%	5%	6%	8%	0%	-	-	3%	5%	5%	5%	1%	0%	6%	5%
CS	21%	19%	20%	35%	27%			29%	20%	18%	20%	11%	3%	22%	17%
2021 ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	40%	41%	38%	70%		-	-	64%	39%	35%	36%	19%	*	44%	33%
At Meets GL Standard or Above	19%	19%	18%	40%		-	-	18%	19%	14%	15%	9%	*	22%	14%
At Masters GL Standard	7%	6%	7%	10%		-	-	0%	6%	4%	6%	0%	*	7%	6%
CS	22%	22%	21%	40%	#DIV/0!			27%	21%	18%	19%	9%	#DIV/0!	24%	18%
2022 Goals															
At Approaches GL Standard or Above	60%	50%	50%	80%				74%	60%		50%	25%		55%	45%
At Meets GL Standard or Above	30%	30%	30%	50%				28%	29%		25%	15%		33%	20%
At Masters GL Standard	15%	15%	15%	20%				10%	15%		15%			15%	15%
CS	35%	32%	32%	50%	#DIV/0!	#DIV/0!	#DIV/0!	37%	35%	#DIV/0!	30%	20%	#DIV/0!	34%	27%
2021 Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	43%	39%	45%	40%	*	-	-	55%	42%	45%	46%	25%	*	45%	40%
At Meets GL Standard or Above	18%	12%	19%	30%	*	-	-	27%	16%	19%	20%	17%	*	20%	14%
At Masters GL Standard	7%	5%	8%	10%	*	-	-	9%	6%	6%	7%	2%	*	8%	6%
CS	23%	19%	24%	27%	#DIV/0!	#DIV/0!	#DIV/0!	30%	21%	23%	24%	15%	#DIV/0!	24%	20%
2022 Goals															
At Approaches GL Standard or Above	60%	50%	60%	50%				65%	60%	55%	55%	30%		55%	50%
At Meets GL Standard or Above	30%	30%	30%	40%				37%	30%	30%	30%	20%		33%	20%
At Masters GL Standard	15%	15%	20%	20%				20%	15%	15%	15%	10%		15%	15%
CS	35%	32%	37%	37%	#DIV/0!	#DIV/0!	#DIV/0!	41%	35%	33%	33%	20%	#DIV/0!	34%	28%
2021 Science															
Percent of Tests															
At Approaches GL Standard or Above	33%	27%	31%	*	*	-	-	*	33%	25%	27%	17%	*	32%	35%
At Meets GL Standard or Above	13%	15%	12%	*	*	-	-	*	13%	11%	13%	17%	*	12%	15%
At Masters GL Standard	3%	3%	3%	*	*	-	-	*	3%	5%	4%	8%	*	3%	3%
CS	16%	15%	15%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	16%	14%	15%	14%	#DIV/0!	16%	18%
2022 Goals															
At Approaches GL Standard or Above	60%	50%	50%	40%					60%	40%	40%	30%		50%	50%
At Meets GL Standard or Above	25%	25%	20%	15%					25%	25%	25%	30%		25%	25%
At Masters GL Standard	15%	12%	12%	10%					15%	15%	15%	15%		15%	15%
CS	33%	29%	27%	22%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	33%	27%	27%	25%	#DIV/0!	30%	30%