Sheldon Independent School District

Garrett Elementary

2024-2025 Campus Improvement Plan



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

That

Overcomes

Resistance

Which

Advances

Youth

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Demographics 7
Student Achievement 9
District Culture and Climate 14
Staff Quality, Recruitment, and Retention 15
Curriculum, Instruction, and Assessment 16
Family and Community Engagement 17
District Organization 20
Technology 22
Priority Problem Statements 23
Goals 24
Goal 1: Garrett Elementary will maximize student learning for all. Performance Goal: By June 2025, Garrett Elementary will increase the overall STAAR component score from 35 to 41 by increasing the number of students who achieve meets and masters. 24
Goal 2: Garrett Elementary will attract, develop and retain highly effective staff. 33
Goal 3: Garrett Elementary will continue to build positive relationships with parents and community members. 38
Goal 4: Garrett Elementary will maintain a safe and positive learning environment. 42
Goal 5: Garrett Elementary will maintain and monitor systems to ensure financial accountability. 46
Title I Personnel 47
2023-2024 Site Based Decision Making Team 48
Campus Funding Summary 49
Addendums 51

Comprehensive Needs Assessment

Revised/Approved: June 21, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Garrett Elementary opened its doors to the community in 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 5th 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.

Our Targeted Assisted/ School Title 1 program consists 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. Campus Administration will hold bi- monthly Parent Engagements meetings with parents to discuss concerns and upcoming initiatives in person. 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 knowledge. These activities will be held in-person help accommodate parent schedules

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. 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.

Campus Needs Assessment Summary

Meetings were held onMay 21, 2024 and May 31, 2024, to conduct the comprehensive needs assessment. STAAR Data was reviewed by the staff on June (preliminary data). The Admin Team reviewed the released raw data scores on June 5, 2024.

Tolenia Lee- Classroom Teacher
Maria Lopez - Classroom Teacher
Catalina Gomez - Classroom Teacher
Angela Anderson - Campus Instructional Specialist
Franshell Eckford - School Counselor

Tolenia Lee- Classroom Teacher
Lahoia Kennedy – Campus Instructional Specialist
Kelli Putman - Campus Interventionist
Dineka Randolph - Classroom Teacher
Angelica Anders - Campus Instructional Specialist
Kimberly Collins- Parent
Maureen Howard - Parent
Jeffrey Gaspard - School Support Administrator
Jasmine Bell- Assistant Principal
Chad Davis -Principal

After completing the comprehensive needs assessment, it has been determined that the following will be focus areas for the campus for the 2024-25 school year:

1. Improve the school culture and climate by utilizing parent square to create a two way communication with our parent stakeholders.

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

3. Improve Tier I instruction preparation in planning/PLC 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. The campus will offer multiple family learning events that will include strategies and best practices that will help parents help support student academic growth.

5. Plan and implement intentional SEL lessons that provide support to all students.

Campus Administration met June 5, 2024 and EOY Instructional Survey results were discussed and goals/strategies were created for the campus comprehensive needs.

LaHoia Kennedy- Campus Instructional Specialist
Angelica Anders - Campus Instructional Specialist

LaHoia Kennedy- Campus Instructional Specialist
Angela Anderson - Campus Instructional Specialist
Estefani Velasquez - Campus Instructional Specialist
Franshell Eckford- Counselor
Jeffrey Gaspard - School Support Administrator
Jasmine Bell - Assistant Principal
Chad Davis-Principal

Data Used:

Program Evaluation

Interim Data (1st and 3rd Administration)

Preliminary STAAR Preliminary

The team will reconvene when official results are released in an ADMIN meeting to set SMART goals for the 2024-2025 school year.

Upon the approval of the CIP by the Sheldon ISD board of trustees, the final CIP will be translated in Spanish to meet the needs of our student population and community.

The Campus Improvement Plan and Parent and Family Engagement policy are available on campus in the front office, the campus library, the foyer of the NEY Administration building, and at the local community library.

Sheldon ISD values the support and feedback of our parents and community. To ensure that the community is well informed of campus and district information, communication is provided to all parents in both English and Spanish throughout the district. Sheldon ISD continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment towards 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 the at language.

Demographics

Demographics Summary

Garrett Elementary is located in Sheldon ISD on the east side of Houston, Texas.

A. Student Enrollment

Year	Enrollment
2020-2021	694
2021-2022	716
2022-2023	741

B. Student Demographic by Ethnicity

Ethnicity	Campus	District
Hispanic	62%	71.3%
African American	31%	21.1
White	4%	5.6%
Two or More Races	3%	1.2%

D. Student Demographics by Gender

Gender	Campus	District	State
Female	49%	49.6%	49%
Male	51%	50.4%	51%

E. Student Demographics by Special Populations

Special Population	Campus	District	State
Special Education	13/.63%	7.9%	9.6%
Emergent Bilingual	36.17%	33.2%	19.7%
Gifted & Talented	4.86%	5.3%	8.1%
Section 504	2.16%	2.4%	6.5%

Special Population	Campus	District	State
Economically Disadvantaged	91%	82.6%	60.6%

C. At Risk

75% of all Garrett Elementary Students are classified as At-Risk.

Demographics Strengths

1. School inrollment is steadlily growing.

2. The boy to girl student ratio is balancing across all grade levels.

2. We have atotal of 6 full time male staff members on campus which has lead to a significant decrease in boys behavior referrals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Garrett's Elementary has a 75% at-risk student population. **Root Cause:** Lack of campus structured RTI process that is aligned accelerated instruction.

Student Achievement

Student Achievement Summary

			2022 STAAR & EOCs					2019 Administrations (from TAPR Report)				
Grade	**Subject**	**Total # of Tests**	**2022 Approaches**	**2022 Meets**	**2022 Masters**	**2021 STAAR Component Score**	**2022 vs 2021**	**2021 Approaches**	**2021 Meets**	**2021 Masters**	**2021 STAAR Component Score**	
All Grades	**All Subjects**	**888**	**62%**	**24%**	**15%**	**37%**	**17%**	**39%**	**16%**	**6%**	**20%**	
5	Math	128	**73%**	**41%**	**16%**	**43%**	**18%**	**48%**	**19%**	**7%**	**25%**	
5	**Reading**	128	**74%**	**46%**	**23%**	**48%**	**17%**	**50%**	**28%**	**15%**	**31%**	
5	Science	128	**56%**	**27%**	**7%**	**30%**	**15%**	**31%**	**12%**	**3%**	**15%**	
4	Math	137	**61%**	**30%**	**15%**	**35%**	**9%**	**44%**	**22%**	**12%**	**26%**	
4	Reading	137	**62%**	**33%**	**17%**	**37%**	**19%**	**34%**	**16%**	**5%**	**18%**	
4	Writing							**27%**	10% **1%**		**13%**	
3	Math	127	**52%**	**24%**	**10%**	**29%**	**14%**	**35%**	**7%**	**2%**	**15%**	**3rd Grade**
3	Reading	126	**56%**	**24%**	**10%**	**30%**	**13%**	**38%**	**10%**	**2%**	**17%**	

	May 2022 STAAR Mathematics, Grade 3				
	Total Students	**Percent Score**	**Approaches**	**Meets**	**Masters**
Garrett Elementary	127	51.13%	51.97%	24.41%	10.24%
Economic Disadvantage	112	50.41%	50%	23.21%	10.71%
Asian	1	84%	100%	100%	100%
Black/African American	36	45.72%	41.67%	8.33%	5.56%
Hispanic	83	52.17%	54.22%	27.71%	10.84%
Two or More Races	5	63.60%	80%	60%	20%
White	2	58%	50%	50%	0%
Currently Emergent Bilingual	45	53.09%	53.33%	31.11%	15.56%
Special Ed Indicator	14	39.86%	28.57%	7.14%	7.14%

	May 2022 STAAR Reading, Grade 3				
	Total Students	**Percent Score**	**Approaches**	**Meets**	**Masters**
Garrett Elementary	126	52.95%	55.56%	23.81%	10.32%
Economic Disadvantage	111	52.69%	55.86%	22.52%	9.91%
Asian	1	76%	100%	100%	0%
Black/African American	36	51.19%	58.33%	16.67%	2.78%
Hispanic	82	53.01%	53.66%	25.61%	13.41%
Two or More Races	5	56%	60%	20%	0%
White	2	63%	50%	50%	50%
Currently Emergent Bilingual	44	55.52%	59.09%	29.55%	15.91%
Special Ed Indicator	14	41.50%	35.71%	0%	0%

4th Grade

	May 2022 STAAR Mathematics, Grade 4				
	Total Students	**Percent Score**	**Approaches**	**Meets**	**Masters**
Garrett Elementary	137	54.05%	60.58%	29.93%	14.60%
Economic Disadvantage	127	53.89%	60.63%	29.13%	13.39%
American Indian/Alaskan Native	1	88%	100%	100%	100%
Black/African American	36	50.08%	55.56%	25%	11.11%
Hispanic	88	54.24%	60.23%	30.68%	13.64%
Two or More Races	4	61%	75%	25%	25%
White	8	62.13%	75%	37.50%	25%
Currently Emergent Bilingual	50	60.26%	76%	38%	18%
Special Ed Indicator	20	35.15%	25%	10%	10%

	May 2022 STAAR Reading, Grade 4					
	Total Students	Scale Score	Percent Score	Approaches	Meets	Masters
Garrett Elementary	137	1473	60.19%	62.04%	32.85%	16.79%
Economic Disadvantage	127	1472	59.91%	62.20%	32.28%	15.75%
American Indian/Alaskan Native	1	1613	83%	100%	100%	0%
Black/African American	36	1465	59.22%	66.67%	25%	19.44%
Hispanic	88	1473	59.91%	59.09%	34.09%	15.91%
Two or More Races	4	1453	57%	50%	25%	25%
White	8	1507	66.38%	75%	50%	12.50%
Currently Emergent Bilingual	50	1478	61.68%	66%	36%	14%
Special Ed Indicator	20	1378	46.80%	35%	15%	5%

5th Grade

	May 2022 STAAR Mathematics, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
Garrett Elementary	128	60.67%	72.66%	40.62%	16.41%
Economic Disadvantage	115	60.09%	71.30%	39.13%	16.52%
Black/African American	28	54.54%	57.14%	28.57%	14.29%
Hispanic	90	61.92%	76.67%	44.44%	15.56%
Native Hawaiian/Pacific Islander	1	25%	0%	0%	0%
Two or More Races	7	74%	100%	42.86%	28.57%
White	2	61.50%	50%	50%	50%
Currently Emergent Bilingual	48	59.92%	66.67%	41.67%	16.67%
First Year of Monitoring	1	92%	100%	100%	100%
Second Year of Monitoring	1	94%	100%	100%	100%
Special Ed Indicator	20	39.40%	30%	5%	0%

	Reading 2022 STAAR Reading Grade 5			
	Percent Score	Approaches	Meets	Masters
Garrett Elementary	67.59%	74.22%	46.09%	23.44%
Economic Disadvantage	67.30%	73.91%	43.48%	23.48%
Black/African American	67.39%	78.57%	42.86%	14.29%
Hispanic	67.47%	73.33%	45.56%	26.67%
Native Hawaiian/Pacific Islander	45%	0%	0%	0%
Two or More Races	73.71%	85.71%	71.43%	14.29%
White	66%	50%	50%	50%
Currently Emergent Bilingual	65.44%	68.75%	45.83%	18.75%
First Year of Monitoring	100%	100%	100%	100%
Second Year of Monitoring	97%	100%	100%	100%
Special Ed Indicator	37.45%	15%	10%	0%

	May 2022 STAAR Science, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
Garrett Elementary	128	61.65%	56.25%	27.34%	7.03%
Economic Disadvantage	115	60.96%	54.78%	24.35%	6.96%
Black/African American	28	56.04%	46.43%	21.43%	3.57%
Hispanic	90	62.66%	57.78%	27.78%	6.67%
Native Hawaiian/Pacific Islander	1	28%	0%	0%	0%
Two or More Races	7	70.14%	71.43%	42.86%	14.29%
White	2	82%	100%	50%	50%
Currently Emergent Bilingual	48	62.69%	56.25%	29.17%	8.33%
First Year of Monitoring	1	89%	100%	100%	100%
Second Year of Monitoring	1	97%	100%	100%	100%
Special Ed Indicator	20	42.70%	15%	10%	0%

Student Achievement Strengths

1. 5th Grade Students performed highar at the meets and masters levels in Math and Reading than any other grade level.

2. Garrett Elementary only experinced an 13% regression due to the implication of the COVID-19 Pandemic.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: AA students are not performing at the meets and masters levels. **Root Cause:** Classroom Tier 1 instructions lacks rigor and formative assessments.

District Culture and Climate

District Culture and Climate Summary

Campus discipline decreased this year because of our implementation restorative practices. However, student attendance continued to suffer today in grades 1st and 2nd grade due to the lack of self regulation abilibilites. and limited instructional time to focus in social emotional learning.

District Culture and Climate Strengths

1. Discipline referrals decreased due to the implementation of Discipline Flowchart and restorative practiced.

2. All students who receive BEST services attend general education classes daily.

2. Restorative circles help create a climate of trust, honor and respect.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Inconsistent student attendance leads to the lack of educational opportunity and opportunity for intervention. **Root Cause:** Lack parent accountability, parent communication and involvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Garrett Elementary begun the 2022-2023 school year with 6 new teachers. Our total staff included 4 adjunct teachers and 2 long term subs, Each teacher participated in a campus Mentor Program in which mentor and mentees meet regularly. At the end of the school year we had only 6 resignations, 3 district promotions and 2 campus transfer request. Garrett Elementary suffered the loss of staff member (4th grade) in April of 2023.

Throughout the school year Campus Administration continued monthly staff celebrations in the faculty lounge and staff recognition at faculty meetings using the The Gator Badge of Honor.

The Campus Administration Team planned a total 23 events to celebrate teachers and to promote a positive campus culture.

This year we continue the implementation of three separate committees to review data and share ideas on the following areas; Academic Achievement, Campus Leadership and Campus Culture which helped review 2022-23 data and plan for the upcoming school year. A representative from each grade level was represented based on areas they have expressed interest in. We are continuing to build teacher capacity and provide leadership opportunities on campus.

Staff Quality, Recruitment, and Retention Strengths

1. During our EOY Campus Culture Review and Planning Meeting teachers revealed that all teachers feel supported by campus leadership.

2. Staff members who resigned at the end of the year left due to career advancement. Three teachers recieved promotions within the district!

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Hiring teachers with 5+ years of teaching experience. **Root Cause:** The number of applicants has decreased significantly over the last 2 years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This year 1st-5th reading teachers and 1st-2nd math teachers implemented a new High Quality Instructional Materials (HQIM) curriculum. The reading curriculum is called Amplify and the math curriculum is called Eureka. Teachers completed synchronous and asynchronous module work to help deepen their understanding of the curriculum. Throughout the year adjustment were made to the small group to include significant small group/guided reading time. Bet practices session were helpd durig Content designated PLC's. During the second semester CFA's were addeded to the pacing calendar to help consistently monitor student process.

2021-22 Identofied Problem of Practice:

1. Differientiation

2. Scaffolding

2. Academic Discourse (will continue during the 22-23 school year)

Curriculum, Instruction, and Assessment Strengths

1.Teachers internalized provoded lessons that were aligned and rmeet a high levl of rigor for first time instruction.

2. Tecahers displayed growth in preparing and delivering small group instrutcion that were tailed to meet student needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students lacked productive struggle opportunities. **Root Cause:** Teachers fails to ask depth of knowledge (targeted level) questions during whole group instructiuon.

Family and Community Engagement

Family and Community Engagement Summary

During the 21-22 school year Garrett Elementary offered a total 26 parent engagement opportunities. We are proud to say to that parent participation in events grew tremendously and we provided 11 more opportunities than the previous year. The Parent Partnerships program was used to provide instruction for Garret Parent University. We had 10 parents attend all 6 sessions. We are very excited to continue this implementation next year!

8/15/22	4:00 PM	Chalk The Walk	Tacarra Williams	64
9/21/22	4:00 PM	Parent Engagament Meeting	Tacarra Williams	34
9/21/22	4:30 PM	Open House	Tacarra Williams	300
9/21/22	5:30 PM	Title 1 Parent Meeting	Tacarra Williams	200
9/29/22	4:00 PM	Parent Engagament Meeting	Tacarra Williams	22
10/18/2	6:00 PM	Hispanic Heritage Program	Susana Herrera	108
10/25/2	4:30 PM	Parenting Partners/ Parent University	Tolenia Lee	24
10/29/2	9:00 AM	Community Fall Festival: Trunk or Treat	Tacarra Williams	
11/1/22	4:30 PM	Parenting Partners/ Parent University	Tolenia Lee	20
11/8/22	4:30 PM	Parenting Partners/ Parent University	Tolenia Lee	16
11/3/22	4:30 PM	Fall Curriculum Night / Book Fair	Angela Anderson	48
11/11/2	8:00 AM	Veteran's Day Celebration	Franshell Eckford	6
11/15/2	4:30 PM	Parenting Partners/ Parent University	Tolenia Lee	17

8/15/22	4:00 PM	Chalk The Walk	Tacarra Williams	64
12/1/22	4:00 PM	Holiday Family Learning Project Parent Meeting	Tacara Williams	10
12/2/22	9:30 PM	Holiday Family Learning Project Parent Meeting	Tacarra Williams	5
12/7/22	4:30 PM	Parenting Partners/ Parent University	Tolenia Lee	16
12/13/2	6:30 PM	Sounds of Santa's Workshop Holiday Program	Ronald Thornton	180
12/15/2	8:30 AM	Jingle Jog/ Fun Run	Maria Rodriguez	273
1/13/23	12:00 PM	Welcome Back, Give Back Program and Community Food Drive	Tacarra Williams	210
2/23/23	7:15 AM	Donuts with Dad/ W.A.T.C.H Dogs	Franshell Eckford	96
2/28/23	6:00 PM	Black History Program	3rd Grade Teachers	156
3/23/23	5:00 PM	Spring Curriculum Night	Teiyonike Irvin	112
3/23/23	6:00 PM	STAAR Parent Meeting	CIS's	17
4/6/202	9:00 AM	STAAR Parent Meeting	Tacarra Williams	33
4/21/20	8:15 AM	STAAR Parade	PBIS Committee	68
5/16/23	8:00 AM	Field Day	Maria Rodriguez	359

Our community partner, Inspire Church, helped us provide successful community outreach events for our families.

Family and Community Engagement Strengths

1. Parent engagement attendance average of 120 parents per student.

2. Parent interest in student academic progress is growing.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents lack knowledge of how to support their students at home academically. **Root Cause:** Parents unaware of the connection between academic success and social emotional well bring of students.

District Organization

District Organization Summary

Garrett Elementary is predicted to increase in student enrollment. This will result in 36 total general education classrooms. The breakdown is as follows:

- 7 1st grade classrooms (1 additional teacher)
- 7 2nd grade classrooms
- 8 3rd grade classrooms (1 additional teacher)
- 7 4th grade classrooms
- 7 5th grade classrooms (1 additional teachers)

Identified students will participate in one or more of the following special education programs, if assigned:

- Life Skills (1 teacher, 1 paraprofessional)
- Structure Unit (1 teacher, 2 paraprofessionals)
- BEST - Behavior Program (1 teacher, 2 paraprofessionals)
- Resource Math (1 teacher)
- Resouce Reading (1 teacher)
- In Class Support (2 paraprofessionals)

The office staff consists of the following staff members:

- Principal
- Assistant Principal
- Counselor
- Campus Secretary
- Attendance Clerk
- PEIMS Clerk

Students rotate daily in the Specials/Anxillary classes. The following classes are provided to students:

- Music
- Art
- PE
- Library
- Computer Lab

Four instructional specialists (ELA and Math/Science) are included on the support team, in addition to 4 intervention/support teachers and 3 paraprofessionals.

Daily Accelerated Instruction/Enrichment time is built into the master schedule to support all students, regardless of their level, to achieve at their potential.

District Organization Strengths

1. Student intervention needs are serviced appropriately due to the extra support staff.

Problem Statements Identifying District Organization Needs

Problem Statement 1: Campus staffing changes (growth positions) are hard to fill. **Root Cause:** The growth of that classroom will cause Garrett to make significant staffing changes every year.

Technology

Technology Summary

Garrett Elementary will provide 1:1 technology to all students. We will focus on creating engaging lesson plans that include technology applications.

Technology Strengths

1. 1:1 technology exposure, which help them preform better on STAAR

2. Student growth in computer literacy and safety.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students broke devices and needed replacements often. **Root Cause:** Lack of guidelines for device replacement .

Priority Problem Statements

Goals

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

Performance Goal: By June 2025, Garrett Elementary will increase the overall STAAR component score from 35 to 41 by increasing the number of students who achieve meets and masters.

Performance Objective 1: By June 2025, 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 2024 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 2024 September 2024 November 2024 January 2025 February 2025 April 2025 May 2025 June 2025 **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, School Support Administrator, Instructional Coaches, Campus Interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** 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 2024 **Strategy's Expected Result/Impact:** Increase all student's performance at the approaches , meets, and masters levels. **Staff Responsible for Monitoring:** Principal, Assistant Principal, School Support Administrator, Instructional Coaches and Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- 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 2024 January 2025 May 2025 June 2025 July 2025 **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, School Support Administrator, Instructional Coaches and Teachers **Title I:** 2.5 **- 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 implement I-Ready first through fifth grade language arts/reading instruction and math instuction. 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 2024 **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, School Support Administrator, and Instructional Coaches **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** 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 2024 **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 2024-2025 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 - 269 21st Century After-School Program (Cycle 11) - $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 2025 **Strategy's Expected Result/Impact:** Student attendance and engagement in the event. **Staff Responsible for Monitoring:** Campus counselor and principal **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture	50%	60%		

No Progress



Accomplished


Continue/Modify


Discontinue

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

Performance Goal: By June 2025, Garrett Elementary will increase the overall STAAR component score from 35 to 41 by increasing the number of students who achieve meets and masters.

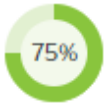
Performance Objective 2: By June 2025, Garrett Elementary will increase its component score in Math from 37% to 43% by increasing the percentage of students who score at the meets level or above by 6% points.

High Priority

HB3 Goal

Evaluation Data Sources: The campus will review the results from the 2024 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 2024 November 2024 December 2024 January 2025 May 2025 June 2025 **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, School Support Administrator, and Instructional Coaches **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** 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 2024 September 2024 January 2025 March 2025 **Strategy's Expected Result/Impact:** Increase in district assessment results in all grades and 3rd-5th STAAR scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal and School Support Administrator. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** 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. October 2024 January 2025 March 2025 May 2025 **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, Assistant Principal, and School Support Administrator. **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: By June 2025, Garrett Elementary will increase the overall STAAR component score from 35 to 41 by increasing the number of students who achieve meets and masters.

Performance Objective 3: By June 2025, 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 2024 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 2024 **Strategy's Expected Result/Impact:** Students will display evidence of understanding CER (claim, evidence, reasoning). Students will Increase performance on district assessments and STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principal, School Support Administrator, and Instructional Coaches **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211-Title I - $5,000				

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 while writing across all content areas which will 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 2024 November 2024 January 2025 February 2025 May 2025 April 2025 **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, School Support Administrator, and Instructional Coaches **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211-Title I - $5,000	50%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By May 2025, 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. October 2024: Region 4 T-TESS December 2024 January 2025 **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, and School Support Administrator **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools -				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a Campus Mentor Program that focuses on building relationships, instructional support and increase positive campus culture experience. September 2024 **Strategy's Expected Result/Impact:** Increase unity, team building and collaboration **Staff Responsible for Monitoring:** Principal, Assistant Principal, School Support Administrator, Counselor and Lead Mentor **TEA Priorities:** Recruit, support, retain teachers and principals -				

 No Progress  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 2025, March 2025, April 2025, June 2025, July 2025

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 2025, February 2025, March 2025, April 2025, and/or June 2025 **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 **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools -	50%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for all after school program staff to attend trainings to develop their skills and knowledge that will allow the team to offer a high quality program for all students. January 2025, February 2025, March 2025, April 2025, May 2025, June 2025, July 2025 **Strategy's Expected Result/Impact:** Increase in students engagement, attendance, and assessment scores **Staff Responsible for Monitoring:** After School Program Site Coordinator and campus site coordinator **Title I:** 2.4, 2.5, 2.6, 4.1 **Funding Sources:** Trainings and Workshops - 269 21st Century After-School Program (Cycle 11) - $5,000	10%	60%		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By June 2024 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.

August 2024 and January 2025

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 2024, October 2024, December 2024, January 2025, February 2025 **Strategy's Expected Result/Impact:** Improve student performance Retain highly qualified staff **Staff Responsible for Monitoring:** Principal, Assistant Principal, and School Support Administrator **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 2: Strategic Staffing, 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 2025 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.

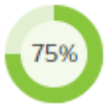
August 2024
September 2024
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February 2025
March 2025
April 2025
May 2025

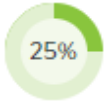
High Priority

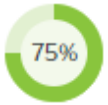
Evaluation Data Sources: Monthly Events
Sign In Sheets
Campus Newsletters
Sign-In Sheets
Meeting Flyers/Agendas

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 2024-June 2025 **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 The parents will also support in the development of the parent/family engagement policy to be shared with all parents/ families. **Staff Responsible for Monitoring:** Principal, Assistant Principal, School Support Administrator, and Counselor **Title I:** 4.1, 4.2	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase communication with parents through parent square, teacher communication and monthly campus newsletters. We will offer monthly Parent Engagement Meetings in person and/or 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 2024: August Parent Engagement Meeting, September 2024: 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 that have successfully completed District requirements will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, School Support Administrator, and CIS **Title I:** 2.5, 4.2 **- TEA Priorities:** Improve low-performing schools	50%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: We will implement Parenting Partners Program for families to empower parents while gaining 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 2024: GE Parent Volunteer Room May 2025 June 2025 **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 **Title I:** 2.5, 2.6 - **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. (October 2024, December 2024, March 2025, May 2025) **Staff Responsible for Monitoring:** After School Program Site Coordinator, Campus Principal **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Contract with vendors and instructional materials to support presentations/refreshments - 269 21st Century After-School Program (Cycle 11) - $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 2024, October 2024, November 2024, December 2024, January 2025, March 2025, May 2025, & June 2025 **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

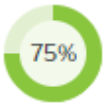
Goal 4: Garrett Elementary will maintain a safe and positive learning environment.

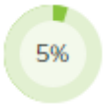
Performance Objective 1: By June 2025 Garrett Elementary will cultivate a safe and supportive learning environment for all students, students and staff.

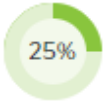
Evaluation Data Sources: Safety Compliance Reports, Attendance Data, Student Discipline Data

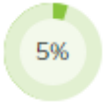
Strategy 1 Details	Reviews			
Strategy 1: Comply with district expectations for staff and student safety protocols.	Formative			Summative
	Nov	Jan	Mar	June
August 2024 September 2024 October 2024 November 2024 December 2024 January 2025 February 2025 March 2025 April 2025 May 202\5 **Strategy's Expected 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement PBIS while utilizing CHAMPS and Ron Clark House System that will promote restorative practices, student rewards, academic achievement, build strong community within the school, and improve school culture. August 2024 September 2024 November 2024 January 2025 February 2025 May 2025 **Strategy's Expected Result/Impact:** Decrease student discipline, increase student academic achievement and increase parent involvement **Staff Responsible for Monitoring:** Assistant Principal, School Support Administrator **Title I:** 2.5, 2.6 **- 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 2024 April 2025 **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 **Title I:** 2.5 **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 2024 December 2024 February 2025 April 2025 **Strategy's Expected Result/Impact:** Reduce the number of student tardies by 10%. Increase student learning time , motivation within the school setting and academic achievement **Staff Responsible for Monitoring:** Asisitant Principal, School Support Administrator, and Attendance Clerk **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **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 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 2024 October 2024 December 2024 February 2025 **Strategy's Expected Result/Impact:** Increase in teachers earning proficient in Domain 3 - Classroom Management. Decrease in discipline referrals Increase in student academic success **Staff Responsible for Monitoring:** Principal, Assistant Principal, School Support Administrator, and 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By May 2025 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	10%	25%		

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 **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	10%	45%		

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

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
School Support Administrator	Jeffrey Gaspard	
Assistant Principal	Jasmine Bell	
Administrator	Chad Davis	

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
1	3	1			$5,000.00
1	3	2			$5,000.00
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	$39,500.00

269 21st Century After-School Program (Cycle 11)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Instructional materials and supplies		$5,000.00
2	2	2	Trainings and Workshops		$5,000.00
3	1	4	Contract with vendors and instructional materials to support presentations/ refreshments		$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
				Sub-Total	$11,003.00

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%