Sheldon Independent School District

Garrett Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: October 17, 2023

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
Priority Problem Statements 7
Goals 8
Goal 1: Garrett Elementary will maximize student learning for all. Performance Goal: By June 2024, Garrett Elementary will increase the overall STAAR component score from 36 to 42 by increasing the number of students who achieve meets and masters. 8
Goal 2: Garrett Elementary will attract, develop and retain highly effective staff. 18
Goal 3: Garrett Elementary will continue to build positive relationships with parents and community members. 23
Goal 4: Garrett Elementary will maintain a safe and positive learning environment. 27
Goal 5: Garrett Elementary will maintain and monitor systems to ensure financial accountability. 31
Title I Personnel 32
2023-2024 Site Based Decision Making Team 33
Campus Funding Summary 34
Addendums 36

Comprehensive Needs Assessment

Revised/Approved: October 17, 2023

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 on April 20, 2023 and May 22, 2023, to conduct the comprehensive needs assessment. STAAR Data was reviewed by the staff on May 26, 2023 (preliminary data). The Admin Team reviewed the released raw data scores on June 20th.

Jessica Thibodeaux - Classroom Teacher
Jason Tuttle - Art Teacher
Gloria Castillo-Classroom Teacher
Susana Herrera - Classroom Teacher
Taqueria King - Classroom Teacher

Jessica Thibodeaux - Classroom Teacher
Lahoia Kennedy – Campus Instructional Specialist
Carlaskio Smith-Campus Interventionist
Nikki Irvin – Campus Interventionist
Angela Anderson - Campus Instructional Specialist
Kimberly Collins- Parent
Irvin Clark - Community Member
Jasmine Bell- Dean of Instruction
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 2023-24 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 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. Improve lesson planning integrating technology in daily instruction.

5. Implement strategies that will supports differentiated/individual student needs through the development of meaningful small group/differentiated plans for AA and EB students.

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

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

Campus Administration met June 20, 2023 and EOY Instructional Survey results were discussed and goals/strategies were created for the campus comprehensive needs.

Nikki Irvin- Campus Interventionist
Karel LaFluer-Campus Interventionist
LaHoia Kennedy- Campus Instructional Specialist
Angela Anderson - Campus Instructional Specialist
Franshell Eckford- Counselor
Tacarra Williams- District Representative/Previous Principal
Chad Davis- Current Principal
Jasmine Bell- Dean of Instruction

Data Used:

Program Evaluation

Interim Data (1st and 3rd Administration)

Preliminary STAAR Preliminary

The team will reconvene when official results are released to set SMART goals for the 2023-2024 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.

Priority Problem Statements

Goals

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

Performance Goal: By June 2024, 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 2024, 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

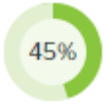
Evaluation Data Sources: The campus will review the results from the 2023 STAAR .
District Assessment Data
mClass and TRC Data
Campus Formative Assessment

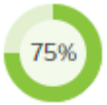
Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to develop and implement impactful Tier 1 instruction that is engaging and effective to increase knowledge of all students.

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 2023 September 2023 November 2023 January 2024 February 2024 April 2024 May 2024 June 2024 **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 2023 September 2023 May 2024 June 2024 July 2024 **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 participate in the CRIMSI pilot for first through fifth grade language arts and first through third grade math by piloting high quality instructional materials (Wonders CORE Knowledge and Skills, Wonders 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 2023 **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 2023 **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 2023-2024 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 2024 **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: By June 2024, 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 2024, 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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to develop teacher's effectiveness of Tier 1 instruction to address the needs of all students.

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 2023 November 2023 December 2023 May 2024 June 2024 **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	25%	50%	75%	

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 2023 September 2023 January 2024 March 2024 **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	75%	85%	95%	

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 2023 January 2024 March 2024 May 2024 **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	25%	45%	60%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

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

Performance Goal: By June 2024, 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 2024, 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 2023 STAAR
District Assessment Data
Campus Formative Assessments

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Engage our teachers in professional development that will model various Science TEKS and teaching strategies.

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 2023 **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, 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 2023 November 2023 January 2024 February 2024 May 2024 April 2024 **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%	55%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 1: By May 2024, 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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to build the culture at the campus.

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 2023: Region 4 T-TESS December 2023 January 2024 **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: Develop and implement a Campus Mentor Program that focuses on building relationships, instructional support and increase positive campus culture experience. September 2023 **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.

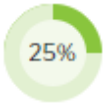
February 2024, March 2024, April 2024, June 2024, July 2024

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue the process of ensuring that the logistics are equitable to all students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The site coordinator will attend the National After-School Association conference. January 2024, February 2024, March 2024, April 2024, and/or June 2024 **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 -	40%	50%	50%	100%

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 2024, February 2024, March 2024, April 2024, May 2024, June 2024, July 2024 **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

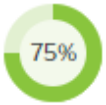
Performance Objective 3: By June 2024 teachers will attend at least 1 professional development (campus, district or state) per semester to help them achieve proficient in each domain of the T-Tess Instrument.

August 2023 and January 2024

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to offer professional development for teachers to attend.

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 2023, October 2023, December 2023, January 2024, February 2024 **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 2024 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 2023
September 2023
October 2023
November 2023
December 2023
January 2024
February 2024
March 2024
April 2024
May 2024

High Priority

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

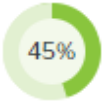
Summative Evaluation: Significant progress made toward meeting Objective

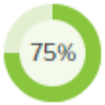
Next Year's Recommendation: Continue to motivate our teachers to build a partnership with parents to encourage students success.

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. (This include offering flexible meetings to meet the needs of the parents and families.) August 2023-June 2024 **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	70%	75%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase communication with parents through parent square, class dojo, school messenger, 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 2023: August Parent Engagement Meeting, September 2023: 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	75%	80%	85%	

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 2023: GE Parent Volunteer Room May 2024 June 2024 **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 2023, December 2023, March 2024, May 2024) **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 2023, October 2023, November 2023, December 2023, January 2024, March 2024, May 2024, & June 2024 **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.

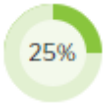
Performance Objective 1: By June 2024 Garrett Elementary will cultivate a safe and supportive learning environment for all students, students and staff.

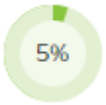
Evaluation Data Sources: Safety Compliance Reports, Attendance Data, Student Discipline Data

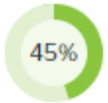
Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue provide teachers and students with the necessary trainings to ensure a safe and supportive campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Comply with district expectations for staff and student safety protocols. August 2023 September 2023 October 2023 November 2023 December 2023 January 2024 February 2024 March 2024 April 2024 May 2024 **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	50%	60%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement PBIS while utilizing CHAMPS that will promote restorative practices, student rewards, academic achievement and improve school culture. August 2023 September 2023 November 2023 January 2024 February 2024 May 2024 **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 2023 April 2024 **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		N/A	N/A	

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 2023 December 2023 February 2024 April 2024 **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 **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 2023 October 2023 December 2023 February 2024 **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, 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	N/A	N/A	N/A	

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 2024 Garrett Elementary will have 90% of the campus budget spent.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: The campus secretary and administrative staff will meet weekly to discuss the budget and upcoming events.

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	55%	60%	60%	→

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	40%	50%	80%	→

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**
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
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	$6,003.00

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%