Sheldon Independent School District

Garrett Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 19, 2021
Public Presentation Date: October 19, 2021

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Comprehensive Needs Assessment

Revised/Approved: June 11, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

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

This will be the 3rd year implementation Compass Schools and Garrett Elementary will be a Performance and Visual Arts School. The implementation will start this year in 1st grade. Sheldon ISD will continue the multi-lingual program for the district. A dual language program will be implemented this year at Garrett in grades 1st-5th, where students who speak English and Spanish will receive instruction in both languages throughout the school year. This model allows for students to be fostered in their native language while acquiring a new language. It also allows for non-ELL students to acquire the Spanish language.

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

Due to the COVID-19 Pandemic we were unable to meet the goals set for the 2019-2020 school year. We will continue to work towards increasing academic achievement and move the campus from Improvement Required status. We completed our second year Effective Schools Framework and made we made significant growth in the areas of 1:1, 5:1 and 5:3.

Campus Needs Assessment Summary

Meetings were held on May 5, 2021, May 17, 2021, June 11, 2021 to conduct the comprehensive needs assessment. The attendees were

Glenis Augustine - Classroom Teacher
Carletta Anderson - Classroom Teacher
Carishia Parker - Classroom Teacher
Tiffanie Ivy - Classroom Teacher
Carmela Flores - Classroom Teacher
Lahoia Kennedy - Campus Support Teacher
Jasmine Bell - Campus Instructional Specialist

Glenis Augustine - Classroom Teacher
Nikki Irvin - Campus Support Teacher
Joe Bridges - SPED Teacher
Franshell Eckford- Counselor
Dornisha Shead - Campus Instructional Specialist
Tolenia Lee- Classroom Teacher
Angela Anderson - Campus Instructional Specialist
Shlena Freeman - Campus Instructional Specialist
Dora Mejia- Parent Irvin Clark - Community Member
Jenita Boleware- 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 2021-2022 school year:

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

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

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

4. Improve in lesson planning integrating technology.

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

Campus Administration met on May 3th , 10th and 24th to discuss goals and strategies to meet campus comprehensive needs.

Dornisha Shead - Campus Instructional Specialist
Jasmine Bell - Campus Instructional Specialist
Angela Anderson - Campus Instructional Specialist
Shlena Freeman - Campus Instructional Specialist
Jenita Boleware- Dean of Instruction
Tacarra Williams-Principal

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

Data used:

- 2018-2019 STAAR data
- Preliminary 2020-21 STAAR data
- 2020 Interim Data
- Campus Mock #1
- Campus Targeted Data Analysis Tracking Tool

Demographics

Demographics Summary

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

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

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- Campus Mock #1
- Campus Targeted Data Analysis Tracking Tool

Demographics Strengths

The majority of the school population is composed of Hispanic and African American students. Of the 654 students, 317 are male students and 337 are female students. Huge efforts are made to employ and retain highly qualified male staff members to meet the needs of the male students. We increased from 1 male teacher to 5 males teachers during the 2020-2021 school year.

A. The community is steadily growing.

B. The campus student population is diverse.

C. The campus is consistently diverse.

F. The campus staff population is diverse.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to focus on improving Tier 1/first time instruction using accelerated instruction. **Root Cause:** More than 45% of the campus has needed intensive intervention over the past 4 years.

Problem Statement 2: We need to efficiently use Data Driven Instruction practices. **Root Cause:** Data is growing overall but students are not making significant individual growth.

Problem Statement 3: The campus needs to continue to implement a mentor/mentee program. **Root Cause:** Majority of the campus teachers have 1-10 years of experience in

education.

Priority Problem Statements

Goals

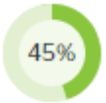
Revised/Approved: October 19, 2021

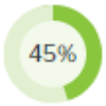
Goal 1: Garrett Elementary will maximize student learning for all.

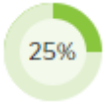
Performance Goal: By June 2022, Garrett Elementary will increase the overall STAAR component score from 20 to 34 by increasing the number of students who achieve meets and masters.

Performance Objective 1: By June 2022, Garrett Elementary will increase its component score in ELAR from 22% to 28% by increasing the percentage of students who score at the meets level or above by 6% points.

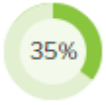
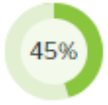
Evaluation Data Sources: The campus will review the results from the 2022 STAAR and district assessment data.

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 those who are at-risk of not meeting challenging State academic standards. August 2021-July 2022 **Strategy's Expected Result/Impact:** Increase in student fluency and overall comprehension for all students. This strategy will assist with implementing effective ELL strategies and special education accommodation for identified students. **Staff Responsible for Monitoring:** Principal. Assistant Principal, Instructional Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional materials to support learning - 211-Title I - $5,000, Instructional materials to support learning - 199-State Comp. Ed. - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and execute a data tracking system for all grade levels. The strategy will help campus administrators and teachers identify and monitor growth over time for each student individually. This system with help ensure more students are progressing towards end of the year growth goal. **Strategy's Expected Result/Impact:** Increase all student's performance at the approaches , meets and masters levels. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **- 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. **Strategy's Expected Result/Impact:** Student achievement at meets and masters grade will increase by 6% specially in AA, ELL and ED students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- 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 - 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 and second grade math by piloting high quality instructional materials (Amplify CORE Knowledge and Skills, Amplify CORE 3-5) **Strategy's Expected Result/Impact:** Increase reading scores on grade 3-5 STAAR and EOY TRC scores **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Facilitate a program for students moving from kindergarten to 1st grade and for students moving from 5th grade to 6th grade to provide a smooth transition for academic purposes as well as to create a positive learning culture. **Strategy's Expected Result/Impact:** Student attendance and engagement in the event. **Staff Responsible for Monitoring:** Campus counselor and principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Build a foundation of reading and math	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: By June 2022, Garrett Elementary will increase the overall STAAR component score from 20 to 34 by increasing the number of students who achieve meets and masters.

Performance Objective 2: By June 2022, Garrett Elementary will increase its component score in Math from 22% to 31% by increasing the percentage of students who score at the meets level or above by 8% points.

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 2021 - June 2022 **Strategy's Expected Result/Impact:** Increase the quality of instruction and meet the needs of all diverse learners. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - 211-Title I - $5,000, - 199-State Comp. Ed. - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Instructional coaches will collaborate with teachers during planning and PLC focusing on internalizing innovative lessons for all students and identifying way to provide differentiated instruction especially for AA and ELL students. August 2021-June 2022 **Strategy's Expected Result/Impact:** Increase in district assessment results in all grades and 3rd-5th STAAR scores. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	35%	50%	60%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Garrett Elementary will participate in the CRIMSI pilot for first and second grade by using the High Quality Instructional Material Eureka Math. **Strategy's Expected Result/Impact:** Increase EOY Math scores in first and second grades . **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum	35%	45%	55%	→

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

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

Performance Goal: By June 2022, Garrett Elementary will increase the overall STAAR component score from 20 to 34 by increasing the number of students who achieve meets and masters.

Performance Objective 3: By June 2022, SISD will increase its score on the 5th grade Science component score from 22% to 32% by increasing the percentage of students who score at the meets level or above by 10% points.

Evaluation Data Sources: The campus will review the results from the 2022 STAAR and district assessment data.

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. **Strategy's Expected Result/Impact:** Students will display evidence of understanding CER (claim, evidence, reasoning). Students will Increase performance on district assessments and 5th STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction	30%	60%	75%	

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. **Strategy's Expected Result/Impact:** Virtual experiences that mimic real life application and experiences. Increase teacher/student ability to provide real-time communication and feedback. Students will deepen their understanding of concepts because of the hands on experiences. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	20%	45%	65%	

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By May 2022 we will retain effective and highly qualified campus teachers and decrease teacher resignations by 5%.

Evaluation Data Sources: 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: Provide Professional Development sessions that focus on campus staff expectation and instructional expectations. Provide additional sessions that specifically focus on increasing teacher understanding of T-TESS Rubric provide opportunities to grow in identified areas. August 2021-June 2021 **Strategy's Expected Result/Impact:** Teachers performing at a proficient level on T-TESS will increase by 8%. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers	25%	35%	55%	→

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. **Strategy's Expected Result/Impact:** Increase unity, team building and collaboration **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor and Lead Mentor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers	25%	40%	50%	→

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

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

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

October 2021- March 2022

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. **Strategy's Expected Result/Impact:** Increase enrollment for after-school programs Improve management of program staff Implement programs that improve student academic success. **Staff Responsible for Monitoring:** Campus Principal Executive Director of Federal Programs and Grants **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	15%	25%	30%	→

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

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

Performance Objective 1: By June 2022 Garrett Elementary will meet expectations at level one (Meet Compliance) on the parent engagement implementation rubric on building home/school partnerships.

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

Strategy 1 Details	Reviews			
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	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 2021-June 2022 **Strategy's Expected Result/Impact:** Increase parental involvement and understanding of student academic expectations. Development of Parent and Family Engagement Night increase Parent's State of the School Awareness **Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	40%	60%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase communication with parents through class dojo, school messenger, teacher communication an monthly campus newsletters. **Strategy's Expected Result/Impact:** Parents will feel more informed about upcoming events and students academic performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal and staff **TEA Priorities:** Improve low-performing schools	50%	65%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: We will implement Parenting Partners Program for families to empower parents in parenting and leadership skills that contribute to the child's academic success. **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 **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **- TEA Priorities:** Improve low-performing schools				

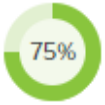
 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By June 2022 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Comply with district expectations for staff and student safety protocols. **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 Imitative House System that will promote restorative practices, student rewards, academic achievement and improve school culture. **Strategy's Expected Result/Impact:** Decrease student discipline, increase student academic achievement and increase parent involvement **Staff Responsible for Monitoring:** Assistant Principal, House System Leader **Schoolwide and Targeted Assistance Title I Elements:** 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. **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 4th Grade Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - 211-Title I - $500	N/A	N/A	50%	→

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. **Strategy's Expected Result/Impact:** Reduce the number of student tardies by 10%. Increase student leaning time , motivation within the school setting and academic achievement **Staff Responsible for Monitoring:** Asisitant Principal, Attendnace Clerk **Funding Sources:** Student Recognition and Celebration - 199-State Comp. Ed. - $1,000, Parent/Student Resources - 211-Title I - $1,000	35%	45%	55%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide provide Classroom Management, Social Emotional Learning and CPS to staff members to help them recognize if/when a students positive learning environment is compromised. **Strategy's Expected Result/Impact:** Increase in teachers earning proficient in Domain 3. Decrease in discipline referrals Increase in student academic success **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.6	35%	40%	50%	→

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

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

Performance Objective 1: By June 2022 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	35%	50%	65%	→

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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	40%	45%	50%	→

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

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		$5,000.00
1	2	1			$5,000.00
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	$23,500.00

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%