Sheldon Independent School District

Garrett Elementary

2020-2021 Campus Improvement Plan



Board Approval Date: November 17, 2020
Public Presentation Date: November 17, 2020

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Comprehensive Needs Assessment

Revised/Approved: May 28, 2021

Demographics

Demographics 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 2nd 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-4th, 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 S.N.A.P. CHAT meetings 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. 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.

Campus Needs Assessment Summary

A meeting was held on May 28, 2020 to conduct the comprehensive needs assessment. The attendees were

Glenis Augustine - Classroom Teacher
Ashley Abner - Classroom Teacher
Nikki Rich - Classroom Teacher
Tiffanie Ivy - Classroom Teacher
Stacey Swafford - Classroom Teacher
Ramesha Haskins - Campus Support Teacher
Jasmine Bell - Campus Support Teacher
Nikki Irvin - Campus Support Teacher

Glenis Augustine - Classroom Teacher
Melinda Shanklin - Specials Teacher
Franshell Eckford- Counselor
Dornisha Shead - Campus Instructional Specialist
Crystal Yancey - Campus Instructional Specialist
Angela Anderson - Campus Instructional Specialist
Shlena Freeman - Campus Instructional Specialist
Cindy Rodriguez- Parent Aaron Beeler - Community Member
Jenita Boleware- District Coordinator
Jonathan Kegler- Assistant Principal
Tacarra Williams-Principal

After completing the comprehensive needs assessment, it has been determined that the following will be focus areas for the campus for the 2020-2021 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 special education and EL students.

Campus Administration met on June 10 and 11, to disuss goals and strategies to meet campus comprehensive needs.

Dornisha Shead - Campus Instructional Specialist
Crystal Yancey - 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. Due to the COVID-19 pandemic, we brainstormed learning platforms that could improve technology intergration into our daily instruction. A professionial development was created for teachers to meet the needs of special education students as well as ELL students.

Data used:

- 2018-2019 STAAR data
- Campus Mock #1
- Campus Mock #2
- Campus Targeted Data Analysis Tracking Tool

We will implement the following Social Emotional Learning plan for our students to combat the effects of the COVID 19 pandemic:

Strategies	Person(s) Responsible	Implementations
Morning Meetings	Counselor Teachers	Teachers will conduct morning meetings with students directly after announcements. The Counselor will provide a range of topics to lead discussion.
Morning Meetings Small Group	Behavior Paraprofessionals Counselor	Meet with students in the morning 2-3 times a week for morning meetings to discuss personal goals and campus behavior/goals.

Strategies	Person(s) Responsible	Implementations
Monthly Character Traits Bullying including suicide prevention	Counselor	Counselor lesson will focus on teaching character traits monthly to all students during the library conference time. Counselor will provide an approach to teach school safety, social and emotional needs using Second Step SEL materials. Counselor will address the student need for early mental health intervention including suicide prevention. https://www.secondstep.org/purchase/products/second-step/
SEL Small Group	Counselor	Counselor will provide small groups addressing student needs.
Character Café	Counselor	Two students per class will be recognized during lunch once a month for each character trait. Students will eat lunch on the stage in the cafeteria and receive a certificate and a prize.
Chat and Chew	Behavior Paraprofessional Counselor	During lunch students will have

Demographic Data

1. **A. Student Enrollment**

Year	Enrollment
2014	517

Year	Enrollment
2015	522
2016	574
2017	659
2018	636
2019	660

B. Student Demographics by Ethnicity 2019-2020

Ethnicity	Campus	District
Hispanic	64.7%	71.2%
American Indian	0.30%	0%
Asian	0.61%	0.5%
African American	27.27%	21.2%
Pacific Island	0.30%	0.1%
White	3.94%	5.7%
Two or More Races	2.88%	1.0%

C. **Student Longitudinal Demographics by Ethnicity**

Ethnicity	2014	2015	2016	2017	2018
Hispanic	52%	53%	56%	60.5%	60.5%
American Indian	0%	0%	0%	0.2%	0.2%
Asian	0%	0%	0%	0%	0%
African American	41%	39%	37%	32.8%	32.8%
Native Hawaiian	2%	1%	1%	0%	0%
White	5%	5%	6%	5.3%	5.3%
Two or More Races	1%	2%	2%	1.2%	1.2%

D. Student Demographics by Gender

Gender	Campus	District
Female	%	%
Male	%	%

E. Student Demographics by Special Populations

Special Population	Campus	District
Special Education	9.5%	7.3%
ELL	32.4%	23.3%
Gifted & Talented	3.94%	%
Section 504	2%	%
Economically Disadvantaged	87.42%	76.7%

F. Staff Demographics by Ethnicity

Ethnicity	Campus	District	State
African American	50.2%	34.8%	10.4%
Hispanic	29.6%	27.6%	27.2%
White	15.3%	34.5%	58.9%

G. Staff Demographics by Gender

Gender	Campus	District	State
Female	92.1%	75.8%	76.3%
Male	7.9%	24.2%	23.7%

H. Staff Demographics by Years of Experience

Years of Experience	Campus	District	State
Beginning	9.9%	13.6%	8.2%
1-5 Years	57.6%	37.1%	29.1%
6-10 Years	17.3%	21.8%	19.1%
11-20Years	15.3%	22.6%	28.2%
>20 Years	0%	5.0%	15.3%

Committee Members reviewed the data listed above to identify areas of strengths and problems.

Committee Members:

Tacarra Williams, Jonathan Kegler, Franchell Eckford, Angela Anderson, Crystal Yancy, Shlena Freeman, Dornisha Shead, Jasmine Bell, Teiyonike Irvin, Jenita Boleware, Glenis Augustine, Ashley Abner, Nikki Rich, Tiffani Ivy, Stacy Swafford

Meeting Dates: May 1,, 2020, May 28, 2020, June 10, 2020, June 11, 2020, July 27, 2020, and August 7, 2020.

Location: Via Zoom and Garrett Elementary Multipurpose Room

Upon approval by the Sheldon ISD board of trustee, the final CIP will be translated in Spanish to meet the needs of our student population and community. The CIP will then be kept in the front office, the school library, and the NOrch Channel Library. After the pandemic closures have ended an updated copy will be placed at the Greensbrook Community Center to reflect the 2020-2021 school year goals and objectives. The CIP will be available for parent community reveiw on our campus website and can be provided to stakeholders upon request.

The Parent & Family Enggement Policy was developed on 10/27/2020. The participants were:

Tacarra Williams
Franshell Eckford
Jasmine Bell
Kimberly Griffin
Nallely Morales
Adrian Morales
Dornisha Shead
Tiffanie Ivy
Angela Anderson
Nallely Morales
Grisel Olvera
Nicky Irvin
Mayra (braulio rodriguez)
LaHoia Kennedy

Due to the Covid-19 pandemic, the Parent and Family Engagement Poilcy was distributed and shared with the public via school mesenger emails and will be placed on the school website. A google form was created to obtain parent, student, and teacher agreement.

The majority of the school population is composed of Hispanic and African American students. Of the 660 students, about half are female. Huge efforts are made to employ and retain highly qualified male staff members to meet the needs of the male students.

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.

Demographics Strengths

The majority of the school population is composed of Hispanic and African American students. Of the 618 students, about half are female. Huge efforts are made to employ and retain highly qualified male staff members to meet the needs of the male students.

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 (Prioritized): We need to differentiate our instruction to meet the diverse needs of our student enrollment. **Root Cause:** The campus is composed mostly of diverse students.

Problem Statement 2 (Prioritized): We need culturally diverse materials in all classrooms. **Root Cause:** The student longitudinal demographics by ethnicity has remained steady.

Problem Statement 3: The campus needs to hire and retain staff members that match the student population. **Root Cause:** The campus staff population is not representative of the student population.

Problem Statement 4: The campus will need to continue to implement a mentor/mentee program for new teachers. **Root Cause:** The campus staff has a majority of 1-10 years of experience.

Student Learning

Student Learning Summary

DRA Results: May 2019

	First Grade DRA2 Scores EOY 2018-2019					
	Total Students	DRA2 Score 1-80 INDEPENDENT LEVEL	DRA2 Score 1-80 INDEPENDENT LEVEL Level		Overall	
			Met Benchmark	Did Not Meet Benchmark	DRA	EDL
Garrett Elementary	127	11.09	29.92%	70.08%	100%	0%
Economic Disadvantage	115	11.12	29.57%	70.43%	100%	0%
Black/African American	26	12.58	42.31%	57.69%	100%	0%
Hispanic	90	9.99	23.33%	76.67%	100%	0%
American Indian/Alaskan Native	1	14	0%	100%	100%	0%
Two or More Races	3	9.33	0%	100%	100%	0%
White	7	20	85.71%	14.29%	100%	0%
Female	60	12.02	30%	70%	100%	0%
Male	67	10.25	29.85%	70.15%	100%	0%
LEP	48	7.46	14.58%	85.42%	100%	0%
Special Ed Indicator	15	7	13.33%	86.67%	100%	0%

	Second Grade DRA2 Scores EOY 2018-2019					
	Total Students	DRA2 Score 1-80 INDEPENDENT LEVEL	DRA2 Score 1-80 INDEPENDENT LEVEL Level		Overall	
			Met Benchmark	Did Not Meet Benchmark	DRA	EDL
Garrett Elementary	125	24.14	46.4%	53.6%	100%	0%
Economic Disadvantage	106	22.99	42.45%	57.55%	100%	0%
Black/African American	29	23.83	48.28%	51.72%	100%	0%
Hispanic	87	23.72	44.83%	55.17%	100%	0%
Two or More Races	3	24	33.33%	66.67%	100%	0%
White	6	31.67	66.67%	33.33%	100%	0%
Female	60	25.13	46.67%	53.33%	100%	0%
Male	65	23.22	46.15%	53.85%	100%	0%

	Second Grade DRA2 Scores EOY 2018-2019					
	Total Students	DRA2 Score 1-80 INDEPENDENT LEVEL	DRA2 Score 1-80 INDEPENDENT LEVEL Level		Overall	
			Met Benchmark	Did Not Meet Benchmark	DRA	EDL
LEP	49	20.98	32.65%	67.35%	100%	0%
Second Year of Monitoring	1	40	100%	0%	100%	0%
Special Ed Indicator	16	9.81	6.25%	93.75%	100%	0%

Math Results: May 2019

	1st Grade Math EOY Assessment (18/19)					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Garrett Elementary	121	28	81.88%	84.30%	66.12%	37.19%
Economic Disadvantage	109	28	82.18%	85.32%	67.89%	36.70%
American Indian/Alaskan Native	1	33	97%	100%	100%	100%
Black/African American	24	27	80.46%	79.17%	62.50%	33.33%
Hispanic	86	28	81.20%	84.88%	63.95%	33.72%
Native Hawaiian/Pacific Islander						
Two or More Races	3	29	84.33%	66.67%	66.67%	66.67%
White	7	31	91.86%	100%	100%	71.43%
Female	59	28	81.07%	81.36%	62.71%	37.29%
Male	62	28	82.65%	87.10%	69.35%	37.10%
LEP	45	27	79.69%	82.22%	62.22%	24.44%
Special Ed Indicator	12	26	76.75%	75%	66.67%	25%

	2nd Grade Math EOY Assessment (18/19)					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Garrett Elementary	118	24	69.87%	57.63%	38.98%	14.41%

	2nd Grade Math EOY Assessment (18/19)					
	Total Students	**Raw Score**	**Percent Score**	**Approaches Grade Level**	**Meets Grade Level**	**Masters Grade Level**
Economic Disadvantage	101	24	68.86%	56.44%	36.63%	12.87%
Black/African American	27	24	68.11%	48.15%	37.04%	14.81%
Hispanic	83	24	68.92%	57.83%	36.14%	12.05%
Native Hawaiian/Pacific Islander						
Two or More Races	3	28	80%	66.67%	66.67%	33.33%
White	5	31	89.20%	100%	80%	40%
Female	55	25	71.44%	58.18%	38.18%	12.73%
Male	63	24	68.51%	57.14%	39.68%	15.87%
LEP	46	23	64.63%	47.83%	28.26%	10.87%
Second Year of Monitoring	1	33	94%	100%	100%	100%
Special Ed Indicator	13	18	51.69%	30.77%	23.08%	0%

STAAR Results: June 2019

Grade Level/Subject: 3rd Grade Reading

Students	**% Did Not Meet**	**% Approaching**	**% Met**	**% Masters**
All	34.62%	65.38%	27.88%	15.8%
Male	44.44%	55.56%	17.78%	15.56%
Female	27.2%	72.88%	35.59%	15.25%
Hispanic	35.74%	64.62%	30.77%	13.85%
American Indian	--	--	--	--
Asian	--	--	--	--

Students	% Did Not Meet	% Approaching	% Met	% Masters
African American	37.5%	62.5%	25%	21.88%
Native Hawaiian	--	--	--	--
White	0%	100%	25%	0%
Two or More Races	50%	50%	0%	0%
Economically Advantaged	35.05%	64.95%	26.8%	14.43%
LEP	40.91%	59.09%	29.55%	13.64%
Bilingual	--	--	--	--
ESL	60%	40%	40%	40%
Special Education	90.91%	9.09%	9.09%	0%
Gifted & Talented	0%	100%	83%	67%

Grade Level/Subject: 3rd Grade Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	28.85%	71.15%	32.69%	15.38%
Male	28.89%	71.11%	28.89%	15.56%
Female	28.81%	71.19%	35.59%	15.25%
Hispanic	24.62%	75.38%	36.92%	20%
American Indian	--	--	--	--
Asian	--	--	--	--
African American	34.38%	65.62%	25%	9.38%
Native Hawaiian	--	--	--	--
White	25%	75%	50%	0%
Two or More Races	50%	50%	0%	0%
Economically Advantaged	28.87%	71.13%	31.96%	14.43%
LEP	27.27%	72.73%	36.36%	20.45%
Bilingual	0%	0%	0%	0%
ESL	0%	0%	0%	0%
Special Education	63.64%	36.36%	9.09%	0%
Gifted & Talented	0%	100%	83%	67%

Grade Level/Subject: 4th Grade Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	39.23%	60.77%	25.38%	8.46%
Male	44.12%	55.88%	23.53%	5.88%
Female	33.87%	66.13%	27.42%	11.29%
Hispanic	38.2%	61.8%	29.21%	8.99%
American Indian	--	--	--	--
Asian	--	--	--	--
African American	48.15%	51.85%	18.52%	7.41%
Native Hawaiian				
White	18.18%	81.82%	18.18%	9.09%
Two or More Races	--	--	--	--
Economically Advantaged	42.11%	57.89%	24.56%	7.02%
LEP	43.75%	56.25%	16.67%	0%
Bilingual	50%	50%	0%	0%
ESL	79%	21%	14%	0%
Special Education	78.57%	21.43%	14.29%	7.14%
Gifted & Talented	--	--	--	--

Grade Level/Subject: 4th Grade Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	33.08%	66.92%	38.46%	19.23%
Male	35.29%	64.71%	36.76%	22.06%
Female	30.65%	69.35%	40.32%	16.13%
Hispanic	40.74%	59.62%	22.22%	14.81%
American Indian	--	--	--	--
Asian	--	--	--	--
African American	40.74%	59.62%	22.22%	14.81%
Native Hawaiian	--	--	--	--

Students	% Did Not Meet	% Approaching	% Met	% Masters
White	18.18%	81.82%	54.55%	27.27%
Two or More Races	--	--	--	--
Economically Advantaged	34.21%	65.79%	37.72%	20.18%
LEP	37.5%	62.5%	27.08%	10.42%
Bilingual	0%	100%	0%	0%
ESL	14%	86%	21%	0%
Special Education	71.43%	28.57%	14.29%	7.14%
Gifted & Talented	--	--	--	--

Grade Level/Subject: 4th Grade Writing

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	60.07%	38.93%	9.92%	1.53%
Male	65.22%	34.78%	7.25%	1.42%
Female	56.45%	4.55%	12.90%	1.61%
Hispanic	62.64%	37.36%	8.79%	0%
American Indian	--	--	--	--
Asian	--	--	--	--
African American	62.61%	37.38%	10.43%	1.74%
Native Hawaiian	--	--	--	--
White	36.36%	63.64%	18.18%	0%
Two or More Races	0%	0%	0%	0%
Economically Advantaged	61.07%	38.93%	9.92%	1.53%
LEP	72.34%	27.66%	4.26%	0%
Bilingual	0%	0%	0%	0%
ESL	79%	21%	0%	0%
Special Education	76.92%	23.08%	0%	0%
Gifted & Talented	--	--	--	--

Grade Level/Subject: 5th Grade Science

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	52%	48%	27%	6%
Male	44.87%	55.13%	20.51%	7.69%
Female	60%	40%	32%	4%
Hispanic	41.18%	58.82%	29.41%	11.76%
American Indian	--	--	--	--
Asian	--	--	--	--
African American	49.02%	50.98%	21.57%	5.88%
Native Hawaiian	--	--	--	--
White	66.67%	33.33%	16.67%	0%
Two or More Races	66.67%	33.33	33.33%	0%
Economically Advantaged	47.24%	52.76%	25.98%	7.87%
LEP	52.63%	47.37%	26.32%	5.26%
Bilingual	%	56%	%	%
ESL	--	100%	--	--
Special Education	77.78%	22.22%	5.56%	5.56%
Gifted & Talented	--	100%	--	--
Students	% Did Not Meet	% Approaching	% Met	% Masters

Grade Level/Subject: 5th Grade Reading
1st Administration

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	72.31%	27.69%	1.54%	0%
Male	74.29%	25.71%	2.86%	0%
Female	70%	30%	0%	0%
Hispanic	64.71%	35.29%	2.94%	0%
American Indian	--	--	--	--
Asian	--	--	--	--
African American	84%	16%	0%	0%
Native Hawaiian	--	--	--	--
White	66.67%	33.33%	16.67%	0%
Two or More Races	50%	50%	0%	0%
Economically Advantaged	73.33%	26.67%	0%	0%

5th Grade Reading: 2nd Administration (65 students)

Students	% Did Not Meet	% Approaching	% Met	% Masters
LEP	40%	60%	0%	0%
Bilingual	37%	63%	%	%
ESL	--	100%	--	--
Special Education	85.71%	14.29%	0%	0%
Gifted & Talented	--	100%	--	--
Students	% Did Not Meet	% Approaching	% Met	% Masters

Grade Level/Subject: 5th Grade Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All		85%		
Male	%	81%	%	%
Female	%	89%	%	%
Hispanic	%	89%	%	%
American Indian	--	--	--	--
Asian	--	--	--	--
African American	%	80%	%	%
Native Hawaiian	--	--	--	--
White	--	83%	--	--
Two or More Races	--	--	--	--
Economically Advantaged	%	85%	%	%
LEP	--	85%	--	--
Bilingual	--	84%	--	--
ESL	--	80%	--	--
Special Education	--	18%	--	--
Gifted & Talented	--	100%	--	--

Student Learning Strengths

DRA Results: May 2019

Grade Level/Subject: 1st Grade Reading- The African American and White sub-populations had more students performing on grade level in relation to the other sub-populations.

Grade Level/Subject: 2nd Grade Reading- Most of the sub-populations are aligned as far as % on level.

Math Results: May 2018

Grade Level/Subject: 1st Grade Math- GE top three sub-pops performed (ED) 84.30%, (AA) 79.17% and (H) 84.88% approaching grade level.

Grade Level/Subject: 2nd Grade Math- Most of the sub-populations are aligned as far as % at approaching grade level.

STAAR Results: June 2018

Grade Level/Subject: 3rd Grade Reading-1% increase in sup-pops AA and Female at the meets level.

Grade Level/Subject: 3rd Grade Math- AA had 9% increase at the meets level.

Grade Level/Subject: 4th Grade Reading-5% increase of SPED Population at the level.

Grade Level/Subject: 4th Grade Math-Overall increase in at masters level in all sub populations.

Grade Level/Subject: 4th Grade Writing-14 percent decrease of students who did not meet grade level.

Grade Level/Subject: 5th Grade Science-

Grade Level/Subject: 5th Grade Reading-18% of SPED students performed at approaches level.

Grade Level/Subject: 5th Grade Math-

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A majority of the campus' sub-population of ELL students did not meet standard. **Root Cause:** The ELL students did not receive a strong foundation in instruction in their native language.

Problem Statement 2 (Prioritized): Overall the ED population of students performed below the district and state level. **Root Cause:** Instructional gaps are not being addressed through intervention on every grade level.

Problem Statement 3 (Prioritized): Overall, the campus scored lower than the district and the state in all areas. **Root Cause:** Tier 1 instruction lacked the rigor and depth of content skills.

Problem Statement 4 (Prioritized): Overall, the students are below grade level for reading. **Root Cause:** Guided Reading instruction lacked the rigor and depth of reading skills and the lack of campus wide reading strategies..

Problem Statement 5: Overall, students performed well below the district/state average in writing. **Root Cause:** A writing program/plan was lacking rigor and depth.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction: The district support staff worked with teachers to revise the past scope and sequence and district assessments. Resources and materials were purchased this year to support the curriculum needs. A streamline system has been put in place. Team leaders and the administrators worked together to develop a master schedule (expectations, time, and non-negotiables). Each week, grade levels will plan with district and campus support staff utilizing a lesson plan template/format. Each month, teachers will meet after school with district and campus support staff to participate in campus-wide professional development in the core content areas, special populations, and behavior systems. New programs at Garrett: Dual language Program in 2nd grade and iStation in 1st-5th grades.

* Monthly professional development targeting areas of weakness (writing, ELL and SpEd sub-population needs)

School Context and Organization: The school-wide management plan has been reviewed. A discipline flowchart has been developed. During Back to School staff development, administrators will train staff members using this tool. Classroom teachers will teach their students the expectations for the school, classroom, hallway, cafeteria, and other common areas. PBIS and CHAMPS systems will continue to be in place. Committees will review data and make necessary revisions each month throughout the school year. An AVID folder/binder for all students in grades 1st-5th will continue this year. This folder will be utilized to teach students how to organize themselves, how to communicate effectively with parents regarding behavior and academics, and a system to discuss grades and conduct on a daily basis. Training for staff and students will take place at the beginning of the school year. 12 total staff members resigned at the end of the year. Of the new staff hired, 11 are coming with previous experience. Plans were developed to support the new staff. These plans include team building activities, coaching model, mentor, team lead support, pre-service sessions for all new staff, and monthly meetings with district and campus administrators to ensure success.

*RTI academics and behavior

*Mentor/Mentee Program

*PTO, Meet the Teacher, Open House, Family Math and Literacy Night, STEM fair, Multi-lingual Family Night, Bingo Night, Family Fun Runs

Technology: Each grade level has at least 1 classroom set of Chromebooks/iPads for daily student usage. This year, the district purchased iStation reading and math for 1st-5th grade students. This program will be used to increase reading/math fluency and comprehension. Each team has access to Chromebooks/iPads and the computer lab is utilized on a weekly basis by each 1st-5th grade teacher. Programs utilized by students:

*iStation

School Processes & Programs Strengths

PBIS and CHAMPS are used at Garrett to support an organized, safe learning environment.

Lesson plan meetings take place weekly between grade levels. Each quarter, vertical teams meet to discuss upcoming concepts/skills.

Team building activities and events have been scheduled for the year to foster a team atmosphere.

Technology programs have been purchased for Reading and Math.

Parent Involvement activities have been scheduled for the entire year.

Campus, classroom, and student goal trackers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Implement a mentor/mentee program for all staff new to the campus. **Root Cause:** New teachers feel overwhelmed with new district and campus expectations.

Problem Statement 2 (Prioritized): A calendar of professional development has been created in both areas using the campus needs based on the end of the year data. **Root Cause:** Campus content specific professional development is needed to build teacher capacity.

Problem Statement 3: Technology usage across all grade levels for each grade level and content area (math and reading) and student expectations have been developed. **Root Cause:** Technology program usage was not used with fidelity for all grade levels throughout the school year and it show tremendously at the start of virtual learning.

Problem Statement 4: Grade level planning and PLC impacted the delivery of good 1st time instruction. **Root Cause:** Teachers need help developing data driven instruction ad formative assessments.

Perceptions

Perceptions Summary

Family and Community Engagement: The campus mission, vision, and slogan have been reviewed by the SDMC. The revised mission statement will stay in place in order for students, parents, and teachers to be able to resight it. These core beliefs will be the driving force for the upcoming school year.

According to the 2017-2018 attendance reports, student attendance at Garrett Elementary is good. Efforts and systems will be put into practice to ensure students come to school every day. The district attendance goal have been set for 98% this upcoming school year. Students with good attendance will receive a certificate. All students with perfect attendance each 9 weeks will receive a tangible prize. Parents will volunteer each 9 weeks for our Great Gator Celebration (perfect attendance, courteous conduct, and honor roll).

A parent/teacher organization will be in full effect this upcoming school year to foster the home-school relationships. Parents and teachers will attend monthly meetings to collaborate, provide information regarding the campus, and participate in activities or view a "showcase".

Events planned for the 2018-2019 school year for families: Meet the Teacher, Open House, Great Gator Celebration, Book Character Parade, Family Math and Literacy Night, Title 1 and Parent Involvement, SSI and Accountability Family Talk, Polar Express, and Parent-teacher conferences

School Culture and Climate: According to the district family survey during the 2017-2018 school year, the following information was gathered: Students at Garrett feel prepared for tests, feel safe, and feel proud of their learning, Staff members feel encouraged by the administrators, feel inspired, and like working at Garrett, and Parents are overall satisfied with Garrett.

Campus discipline has improved this year. There were ??? office referrals during the 2017-2018 school year. Majority of the office referrals were "classroom misbehaviours". Campus professional development for classroom management and strategies will be implemented monthly to assist teachers with common misbehaviours and action plans utilizing our program specialist and LSSP.

Perceptions Strengths

- Garrett staff is working hard to build a closer relationship with its community.
- Multiple opportunities for parental involvement are provided throughout the year.
- Students are rewarded for their efforts.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PTO will be implemented to work with the community on the importance of academics, attendance, and positive relationships. **Root Cause:** Student attendance is below the district goal of 98%.

Problem Statement 2 (Prioritized): Family engagement activities have been scheduled for the upcoming school year (1 per month). **Root Cause:** Parental engagement that is focused on academic achievement is low at Garrett .

Priority Problem Statements

Problem Statement 1: PTO will be implemented to work with the community on the importance of academics, attendance, and positive relationships.
Root Cause 1: Student attendance is below the district goal of 98%.
Problem Statement 1 Areas: Perceptions

Problem Statement 2: Implement a mentor/mentee program for all staff new to the campus.
Root Cause 2: New teachers feel overwhelmed with new district and campus expectations.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We need to differentiate our instruction to meet the diverse needs of our student enrollment.
Root Cause 3: The campus is composed mostly of diverse students.
Problem Statement 3 Areas: Demographics

Problem Statement 4: We need culturally diverse materials in all classrooms.
Root Cause 4: The student longitudinal demographics by ethnicity has remained steady.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Overall the ED population of students performed below the district and state level.
Root Cause 5: Instructional gaps are not being addressed through intervention on every grade level.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: A majority of the campus' sub-population of ELL students did not meet standard.
Root Cause 6: The ELL students did not receive a strong foundation in instruction in their native language.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Overall, the campus scored lower than the district and the state in all areas.
Root Cause 7: Tier 1 instruction lacked the rigor and depth of content skills.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: Overall, the students are below grade level for reading.
Root Cause 8: Guided Reading instruction lacked the rigor and depth of reading skills and the lack of campus wide reading strategies..

Problem Statement 8 Areas: Student Learning

Problem Statement 9: A calendar of professional development has been created in both areas using the campus needs based on the end of the year data.
Root Cause 9: Campus content specific professional development is needed to build teacher capacity.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Family engagement activities have been scheduled for the upcoming school year (1 per month).
Root Cause 10: Parental engagement that is focused on academic achievement is low at Garrett .
Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: Reading Grades (3-5)
A: Student Achievement: By June 2021, the student achievement score for all students taking the STAAR Reading (3-5) will increase from 65 to 69.

The percentage of students at Approaches will increase from 65 to 69.
The percentage of students at Meets will increase from 28 to 31 .
The percentage of students at Masters will increase from 12 to 15.

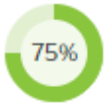
B: Student Growth Measure: By June 2021, the overall growth measure will increase from 65 to 71 in reading.

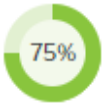
C: Closing the Gap Measure: By June 2021, the percentage of indicators met in Domain III will increase from 62 to 69.

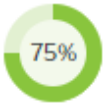
Targeted or ESF High Priority

Evaluation Data Sources: The campus will review the results from the 2021 state and district assessment data.

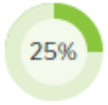
Next Year's Recommendation: Based on our Mock #2 scores, we will continue to utilize some of these strategies to impact student performance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a structured RTI process by providing Professional Development for classroom teachers and monitor the process on a monthly basis. October 2020 **Strategy's Expected Result/Impact:** Increase performance on District Assessments, iStation, Snapshots and STAAR of at-risk students. **Staff Responsible for Monitoring:** RTI team members Administrators Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** RTI Training materials and Resources for intervention - 211-Title I - $1,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide ongoing AVID professional development and AVID summer institute to improve student organizational skills, writing skills and building college readiness awareness. July 2020 July 2021 **Strategy's Expected Result/Impact:** Observations for WICOR strategies Student achievement at meets grade level will increase by at least 10% in all areas, and specifically focus on the following areas: AA, ED, and ELL. Increase students college and career readiness participation. **Staff Responsible for Monitoring:** AVID Site Team Classroom teachers Administrators Campus Instructional Support **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Resources - 211-Title I - $3,500	N/A			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Purchase evidence- based reading resources for classroom teachers to improve student reading performance. This strategy addresses the needs of all students in the school but particularly the needs of those at-risk of not meeting the challenging State academic standards. Curriculum Associates Toolbox Instructional Materials to Support Virtual Learning August 2020 October 2020 January 2021 March 2021 **Strategy's Expected Result/Impact:** Increase in comprehension, fluency and reading levels Effective Guided Reading Cycle Effective ELL strategy implementation Assist with SpEd accommodations **Staff Responsible for Monitoring:** Administrators Instructional Coaches Interventionists Classroom teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Classroom Libraries - 211-Title I - $3,000, Instructional materials to support learning - 199-State Comp. Ed. - $3,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Offer an After School Program that will provide academic assistance in the areas of reading, math, science, social studies, writing, and college and career readiness. November 2020 January 2021 February 2021 **Strategy's Expected Result/Impact:** An increase in student attendance and academic performance as measured by district assessment scores and student mid-cycle and end of cycle grades. **Staff Responsible for Monitoring:** Administrators After School Program Site Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** After School Program Supplies and Materials - 199-State Comp. Ed. - $4,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Meet with district personnel at least 1 time per semester to discuss special education student profiles and data to address individual needs and measure progress. October 2020 February 2021 **Strategy's Expected Result/Impact:** An increase in SPED student attendance and 1% increase towards STAAR subpopulation target. **Staff Responsible for Monitoring:** Administrators Special Education Team (campus and district) **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	N/A			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Identify students at risk or below grade level using data tracking system. This strategy will provide opportunities for all children, including each subgroups of students (economically disadvantage students and English learners to meet the challenging State academic standards. October 2020 December 2020 February 2021 March 2021 **Strategy's Expected Result/Impact:** To enhance data driven instruction and continuously track student growth the increase student performance at level of approaches, meets, and masters of all students. **Staff Responsible for Monitoring:** Teachers Administrators Counselor CIS Campus Support 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 **Funding Sources:** Resources - 211-Title I - $500	45%	90%	100%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide resources for targeted reading groups to increase domain 2 growth measure. This strategy addresses the needs of all students in the school but particularly the needs of those at-risk of not meeting the challenging State academic standards. October 2020 December 2020 February 2021 April 2021 **Strategy's Expected Result/Impact:** To increase all students performing at the meets level 3%. **Staff Responsible for Monitoring:** Administration CIS Campus Support 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 **Funding Sources:** Enrichment Resources - 211-Title I - $2,000	25%	N/A	100%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: TEA Priorities Build a foundation of reading and math. Improve low-performing schools. Targeted Support Strategy 9) Provide ongoing Reading professional development for staff. August 2020-May 2021 **Strategy's Expected Result/Impact:** An increase in student academic performance as measured by district assessment scores and student mid-cycle and end of cycle grades. **Staff Responsible for Monitoring:** Administration CIS Campus Support 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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Professional Development - 199-State Comp. Ed. - $2,000	25%	50%	85%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Math Grades (3-5)
A: Student Achievement: By June 2021, the student achievement scores for all students taking the STAAR Math (3-5) will increase from 70 to 73.

The percentage of students at Approaches will increase from 70 to 73.
The percentage of students of Meets will increase from 35 to 38.
The percentage of students of Masters will increase from 13 to 16.

B: Student Growth Measure: By June 2021, the overall growth measure will increase from 66 to 68 in math.

C: Closing the Gap Measure: By June 2021, the percentage of indicators met in Domain III will increase from 29 to 33.

Targeted or ESF High Priority

Evaluation Data Sources: The campus will review the results from the 2021 state and district assessment data.

Next Year's Recommendation: Based on our Mock #2 scores, we will continue to utilize some of these strategies to impact student performance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a structured RTI process by providing Professional Development for classroom teachers/instructional coaches and monitor implementation every 9 weeks. **Strategy's Expected Result/Impact:** Increase performance on District Assessments, iStation, Snapshots and STAAR of at- risk students. **Staff Responsible for Monitoring:** Administrators Classroom teachers Instructional Coaches Interventionists RTI Support Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** RTI Training materials and Resources for intervention - 211-Title I - $1,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase research based math resources to be utilized in all components of math to enhance student math performance. January 2021- June 2021 **Strategy's Expected Result/Impact:** An increase in student understanding of math concepts as outlined by the TEKS. An increase in student numeracy and fact fluency. An increase in student performance on classroom and campus assessments. An effective implementation of the Guided Math cycle. **Staff Responsible for Monitoring:** Administrators Instructional Coaches Interventionist Classroom 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 **Funding Sources:** Resources - 211-Title I - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide ongoing AVID professional development and AVID summer institute to improve student organizational skills, writing skills and building college readiness awareness. July 2020 July 2021 **Strategy's Expected Result/Impact:** Observations for WICOR strategies Student achievement at meets grade level will increase by at least 10% in all areas, and specifically focus on the following areas: AA, ED, and ELL. Increase students college and career readiness participation. **Staff Responsible for Monitoring:** AVID Site Team Classroom teachers Administrators Campus Instructional Support **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Training, travel and resources - 199-State Comp. Ed. - $3,000	45%	45%	55%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Meet with district personnel at least 1 time per semester to discuss special education student profiles and data to address individual needs and measure progress. October 2020 February 2021 **Strategy's Expected Result/Impact:** An increase in assessment results. An increase in student attendance. An increase in student performance. **Staff Responsible for Monitoring:** Administrators Special Education Team (campus and district) **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools	50%	100%	100%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Identify students at risk or below grade level using data tracking system. This strategy will provide opportunities for all children, including each subgroups of students (economically disadvantage students and English learners to meet the challenging State academic standards. **Strategy's Expected Result/Impact:** To enhance data driven instruction and continuously track student growth the increase student performance at level of approaches, meets, and masters. **Staff Responsible for Monitoring:** Teachers Administrators Counselor CIS Campus Support Teachers **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 **Funding Sources:** Supplies - 211-Title I - $500	N/A	55%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide resources for targeted math groups to increase domain 2 growth measure. This strategy will meet the needs of all students to meet the challenging State academic standards. August 2020 October 2020 January 2021 March 2021 Nearpod Learning Platform **Strategy's Expected Result/Impact:** To increase students performing at the meets level of all students. **Staff Responsible for Monitoring:** Administration CIS Campus Support 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 **Funding Sources:** Instructional Materials and Resources - 211-Title I - $5,500	50%	75%	90%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide on-going math professional development for staff. **Strategy's Expected Result/Impact:** Increase academic achievement of students based on the improvement in the planning and delivery of classroom instruction. **Staff Responsible for Monitoring:** Administrators CIS **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, 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:** Professional Developmental - 211-Title I - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: Writing Grade (4)
A: Student Achievement: By June 2021, the student achievement score for all students taking the STAAR Writing (4) will increase from 40 to 45.

The percentage of students at Approaches will increase from 52 to 55.
The percentage of students at Meets will increase from 10 to 13.
The percentage of students at Masters will increase from 2 to 5.

Evaluation Data Sources: The campus will review the results from the 2021 state, district, and campus assessment data.

Next Year's Recommendation: Based on our Mock #2 scores, we will continue to utilize some of these strategies to impact student performance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a structured RTI process by providing Professional Development for classroom teachers and monitor the process on a monthly basis. **Strategy's Expected Result/Impact:** Increase performance by 3% on district assessments, i-Stations, snap shots and STAAR of all students. **Staff Responsible for Monitoring:** RTI team members Administrators Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** RTI Training materials and Resources for intervention - 211-Title I - 750				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide ongoing AVID professional development and AVID summer institute to improve student organizational skills, writing skills and building college readiness awareness. July 2020 July 2021 **Strategy's Expected Result/Impact:** Observations for WICOR strategies Student achievement at meets grade level will increase by at least 3% in all areas, and specifically focus on the following areas: SPED, ED, and ELL. Increase students college and career readiness participation. **Staff Responsible for Monitoring:** AVID Site Team Classroom teachers Administrators Campus Instructional Support **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Training, travel and resources - 199-State Comp. Ed. - $3,000	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Purchase research based writing resources to be utilized in all components of writing to enhance student writing performance. October 2020 - March 2021 Instructional Material to Support Virtual Learning **Strategy's Expected Result/Impact:** An increase in student understanding of writing concepts as outlined by the TEKS. An increase in student performance on classroom and campus assessments. An effective implementation of the Guided writing cycle. **Staff Responsible for Monitoring:** Administrators Instructional Coaches Interventionist Classroom 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 **Funding Sources:** Resources and Supplies - 211-Title I - $2,000	N/A	70%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Meet with district personnel at least 1 time per semester to discuss special education student profiles and data to address individual needs and measure progress. October 2020 February 2021 **Strategy's Expected Result/Impact:** An increase in assessment results. An increase in student attendance. An increase in student performance. **Staff Responsible for Monitoring:** Administrators Special Education Team (campus and district) **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	N/A	70%	85%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Identify students at risk or below grade level using data tracking system. October 2020 December 2020 February 2021 **Strategy's Expected Result/Impact:** To enhance data driven instruction and continuously track student growth the increase student performance at level of approaches, meets, and masters. **Staff Responsible for Monitoring:** Teachers Administrators Counselor CIS Campus Support Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Resources - 211-Title I - $500	N/A	60%	75%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide resources for targeted writing groups to increase domain 2 growth measure. October 2020- February 2021 **Strategy's Expected Result/Impact:** To increase students performing at the meets level of all students. **Staff Responsible for Monitoring:** Administration CIS Campus Support Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Materials for Testing and Interactive Notebook - 199-State Comp. Ed. - $1,000	N/A	N/A	N/A	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide training for writing teachers in the area of revising and editing to gain instructional strategies for classroom use. **Strategy's Expected Result/Impact:** Increase student knowledge of the revising and editing process. Increase the effectiveness of student implementation **Staff Responsible for Monitoring:** Campus Administrators CIS ELAR teachers Campus Support Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	30%	60%	70%	

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 4: Science Grade (5)
A. Student Achievement: By June 2021, the student achievement score for all students taking the STAAR Science (5) will increase from 53 to 56.

The percentage of students at Approaches will increase from 53 to 56.
The percentage of students at Meets will increase from 19 to 21.
The percentage of students at Masters will increase from 9 to 11.

Evaluation Data Sources: The campus will review the results from the 2021 state, district, and campus assessment data.

Next Year's Recommendation: Based on our Mock #2 scores, we will continue to utilize some of these strategies to impact student performance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Purchase researched based science resources for classroom teachers to post on purchased bulletin boards for school-wide visibility/access. October 2020 January 2021 **Strategy's Expected Result/Impact:** Increase in student concept and understanding of scientific processes/skills Increase in reading levels **Staff Responsible for Monitoring:** Administrators Instructional Coaches Interventionist Classroom 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 **- Comprehensive Support Strategy** **Funding Sources:** - 211-Title I - $1,000	N/A	N/A	N/A	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide ongoing Science Professional Development for staff. August 2020 October 2020 January 2021 March 2021 **Strategy's Expected Result/Impact:** Increase of teacher and student understanding of scientific process and skills Increase of student performance of standards as outlined by the TEKS. **Staff Responsible for Monitoring:** Administrators Instructional Coach **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** - 211-Title I - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Due to Covid-19 the students will not transition to the Science Lab. Students participate in Science Lab virtually within the classroom. August 2020-June 2021 **Strategy's Expected Result/Impact:** More hands on learning of scientific processes An increase of student knowledge of scientific skills and processes An increase in science performance. **Staff Responsible for Monitoring:** Administrators Instructional Coach Classroom teachers District support staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** - 211-Title I - $1,000	N/A	N/A	N/A	

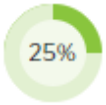
Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide Starbase field experience for participating 5th grade students. April 2021-May 2021 **Strategy's Expected Result/Impact:** Increase of student understanding of grade level standards as outline in the TEKS Increase of student science performance. **Staff Responsible for Monitoring:** Administrators Instructional Coach **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Field Trip - 199-State Comp. Ed. - $100	N/A	N/A		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Create a structured RTI process by providing Professional Development for classroom teachers and monitor the process on a monthly basis. **Strategy's Expected Result/Impact:** Increase performance on district assessments, i-Stations, snap shots and STAAR of all students **Staff Responsible for Monitoring:** RTI team members Administrators 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 **Funding Sources:** RTI Training materials and Resources for intervention - 211-Title I - 750				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide ongoing AVID professional development and AVID summer institute to improve student organizational skills, writing skills and building college readiness awareness. July 2020 July 2021 **Strategy's Expected Result/Impact:** Observations for WICOR strategies Student achievement at meets grade level will increase by at least 10% in all areas, and specifically focus on the following areas: AA, ED, and ELL. Increase students college and career readiness participation. **Staff Responsible for Monitoring:** AVID Site Team Classroom teachers Administrators Campus Instructional Support **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Travel, training, and resources - 199-State Comp. Ed. - $3,000	N/A	N/A	N/A	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Purchase research based science resources to be utilized in all components of science to enhance student science performance. August 2020 October 2020 January 2021 March 2021 April 2021 **Strategy's Expected Result/Impact:** An increase in student understanding of science concepts as outlined by the TEKS. An increase in student performance on classroom and campus assessments. An effective implementation of the Guided science cycle. **Staff Responsible for Monitoring:** Administrators Instructional Coaches Interventionist Classroom 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 **Funding Sources:** Resources and Supplies - 211-Title I - 1000	N/A	N/A	N/A	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Offer an After School Program that will provide academic assistance in the areas of reading, math, science, social studies, writing, and college and career readiness. November 2020 January 2021 February 2021 **Strategy's Expected Result/Impact:** An increase in student attendance and academic performance as measured by district assessment scores and student mid-cycle and end of cycle grades. **Staff Responsible for Monitoring:** Administrators After School Program Site Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Meet with district personnel at least 1 time per semester to discuss special education student profiles and data to address individual needs and measure progress. October 2020 February 2021 **Strategy's Expected Result/Impact:** An increase in assessment results. An increase in student attendance. An increase in student performance. **Staff Responsible for Monitoring:** Administrators Special Education Team (campus and district) **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Identify students at risk or below grade level using data tracking system. August 2020 October 2020 December 2020 February 2021 **Strategy's Expected Result/Impact:** To enhance data driven instruction and continuously track student growth the increase student performance at level of approaches, meets, and masters **Staff Responsible for Monitoring:** Teachers Administrators Counselor CIS Campus Support Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Resources - 211-Title I - 500				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Provide resources for targeted science groups to increase domain 2 growth measure. October 2020 December 2020 February 2021 **Strategy's Expected Result/Impact:** To increase students performing at the meets level of all students. **Staff Responsible for Monitoring:** Administration CIS Campus Support Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Enrichment - 211-Title I - $500	N/A	N/A	N/A	

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Provide hands on professional development to enhance tier 1 instruction in the classroom and the science lab. **Strategy's Expected Result/Impact:** Increase in Tier 1 Instruction Increase student performance on campus, district, and STAAR assessments **Staff Responsible for Monitoring:** Administrator CIS Science Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Training, travel, and professional development - 211-Title I - $2,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By June of 2021, campus teachers will have obtained a minimum 25 professional development hours.

Evaluation Data Sources: End of the year survey and staff retention rate

Next Year's Recommendation: We will continue this objective for next year, and try to obtain 30 professional development hours for campus teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide on-going professional development to assist teachers in creating an environment that will promote high levels of learning and student engagement such as Performance and Visual Arts, PBIS, CHAMPS, RTI, classroom management strategies, etc. August 2020 October 2020 December 2020 January 2021 March 2021 **Strategy's Expected Result/Impact:** Enhance student/teacher relationships Decrease office referrals **Staff Responsible for Monitoring:** Administrators PBIS Committee RTI Committee **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** Professional Development - 199-State Comp. Ed. - $1,250	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide quarterly vertical planning sessions to help teachers connect across grade levels. August 2020 October 2020 January 2021 March 2021 **Strategy's Expected Result/Impact:** Decrease student performance gaps in previous grade level Increase student performance on grade level standards as outline by the TEKS Increase student performance on district and state assessments. An increase common vocabulary **Staff Responsible for Monitoring:** Administrators Classroom teachers Instructional Coaches Interventionist District support staff Specials 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 **Funding Sources:** Substitutes - 199-State Comp. Ed. - $1,250	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide Back to School Professional Development session that includes campus expectations. August 2020 January 2021 **Strategy's Expected Result/Impact:** Enhancement of unity , team building and collaboration Effective system implementation Increase in campus morale **Staff Responsible for Monitoring:** Administrators Classroom teachers Instructional Coaches Interventionist **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199-General funds - $750	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide a mentor campus program for all new teachers to Garrett that will include monthly professional development, modeling sessions, and observations/feedback. August 2020 - June 2021 **Strategy's Expected Result/Impact:** TAPR report showing retention percent. Survey **Staff Responsible for Monitoring:** Administrators Mentors New Teachers Instructional Coaches District support staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** - 199-General funds - $500	50%	65%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide monthly incentives for teachers with perfect attendance, employee of the month, and positive staff member of the week. Purchase a parking lot sign for EOM. September 2020-June 2021 **Strategy's Expected Result/Impact:** Increase in campus morale Increase in staff participation **Staff Responsible for Monitoring:** Administrators Classroom teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** - 199-General funds - $1,500	50%	65%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: All staff will attend Professional Development sessions for all content areas. August 2020-July 2021 **Strategy's Expected Result/Impact:** Increase knowledge of all content area teachers to improve tier 1 instruction. Build the capacity of instructional leaders to on coaching cycles and instructional strategies. **Staff Responsible for Monitoring:** Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 211-Title I - $5,000	100%	100%	100%	→

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

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

Performance Objective 2: By Spring of 2021, at least 35% of campus teachers generalist teachers will be ESL certified.

Evaluation Data Sources: Quality teachers will seek out job opportunities.

Next Year's Recommendation: Next year, we will look for out of district training for teachers to attend to obtain this certificated.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attend job fairs to seek out highly qualified applicants. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Hiring of highly qualified staff **Staff Responsible for Monitoring:** Administrators Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	N/A	N/A	N/A	✗

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide all staff with opportunities to become and remain "highly effective." August 2020-June 2021 **Strategy's Expected Result/Impact:** All staff be Highly Qualified **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals	N/A	N/A	N/A	✗

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

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

Performance Objective 3: By January of 2021, 100% of GT Teachers and Administrators will meet the recommended professional development requirements as per the Texas State Plan for Education of Gifted and Talented Students.

Evaluation Data Sources: Certificates

Next Year's Recommendation: We will send GT teachers to additional training in addition to the required 6 hours to build teacher capacity.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attend professional development sessions in order to obtain the required 6 hours of GT training each year and the initial 30 hours of GT training to receive certification. August 2020-June 2021 **Strategy's Expected Result/Impact:** Increased number of teacher professional development hours logged/displayed in portfolios Increase of more hands on and project based learning for identified GT students **Staff Responsible for Monitoring:** Administrators	50%	100%	100%	100%

No Progress



Accomplished


Continue/Modify

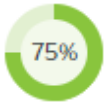

Discontinue

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

Performance Objective 1: Parents and community will attend at least 2 campus sponsored events per semester by the end of the 2020-2021 school year.

Evaluation Data Sources: Parent Surveys, Sign- In Sheets

Next Year's Recommendation: Next year we continue this goal. We have taken the initial steps to plan monthly events for next year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Due to COVID - 19 we will provide cross curricula activities that will provide family engagement projects (Math, Science, and Literacy) (Include opportunity for parents to assist in the development of the parent engagement policy.) We will also facilitate the Title I annual meeting at the beginning of the school year. **Strategy's Expected Result/Impact:** Increase Family Participation Increase of parent/guardian understanding of skills and standards taught Take home activities will reinforce classroom learning objectives and help close academic gaps. September 2020-May 2021 **Staff Responsible for Monitoring:** Administrators Classroom teachers Instructional Coaches Interventionist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 211-Title I - $1,200				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Future For Us All Initiative: Promote College and Career Awareness/Readiness Decorate the hallways with college banners, pennants and certificates from colleges. College Wednesdays: Wear T-Shirt and Morning Meetings on College and Career College and Career Week August 2020- June 2021 **Strategy's Expected Result/Impact:** Increase awareness of college & career readiness **Staff Responsible for Monitoring:** Administrators Classroom teachers Counselor **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Funding Sources:** Career Day, College Visits Field Trips, Decorations, - 211-Title I - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Parents will have at least 6 virtual share sessions with Campus Administrators by the end of the 2020-2021 school year.

Evaluation Data Sources: Sign-In Sheets
Google Forms
Zoom Attendance Report

Next Year's Recommendation: Next year we will offer viritual SNAP Chat Sessions to help increase parent participation. Also we will look to combine these meeting dates with other student activities to promote parent attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: S.N.A.P Chat Sessions with parents and community members to share ideas and discuss topics such as student academic success, behavior, attendance, school and community needs. Monthly Sessions **Strategy's Expected Result/Impact:** Create a partnership between parents, the community and school administrators. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Improve low-performing schools **Funding Sources:** Parent Communication, Snacks, Parent Awards - 211-Title I - $500	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By June 2021 Garrett will cultivate a safe and supportive learning environment for all students and staff, both academic and personal growth, by building a campus culture framework around our campus vision.

Evaluation Data Sources: End of year Safety Compliance Reports, Attendance Data, Student Discipline Data

Next Year's Recommendation: We will continue on the strategies mentioned below to improve the learning environment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Form a Crisis Intervention Team to ensure safety drills are performed at least 1 time a month. August 2020 - June 2021 **Strategy's Expected Result/Impact:** After Action Report Increase student awareness and response during emergency situations. **Staff Responsible for Monitoring:** Administrators Classroom teachers Crisis Intervention Team **TEA Priorities:** Improve low-performing schools	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Comply with district expectations for staff and student school safety protocols. August 2020 - June 2021 Safe Dismissal Application Social Distancing Decals Staff and Student Safety Materials **Strategy's Expected Result/Impact:** Secure system implementation Documentation of all visitors **Staff Responsible for Monitoring:** Administrators Front office staff Classroom teachers Interventionists Nurse **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199-State Comp. Ed. - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop a discipline flowchart for all staff members to follow on a daily basis. Discipline will be shared and reviewed monthly in PBIS meeting. Forms Created and Shared with Teachers: August 2020 Review Monthly beginning November 2020 **Strategy's Expected Result/Impact:** Student survey PEIMS reports **Staff Responsible for Monitoring:** Administrators Classroom Teachers PBIS Team **ESF Levers:** Lever 3: Positive School Culture	N/A	N/A	N/A	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide a virtual transition day for incoming 1st graders to take a tour of the campus, learn expectations, and meet campus personnel. October 2019 **Strategy's Expected Result/Impact:** Build strong social, behavioral, and emotional well-being of students that will help students transition to the new campus. Increase parent knowledge of campus expectations and campus goals. **Staff Responsible for Monitoring:** Administrators Counselor Classroom teachers (1st grade) **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199-General funds	N/A	N/A	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide a transitional day for 5th grade students to visit Null Middle school to take a tour of the campus, learn expectations, and meet campus personnel. May 2021 (possibly virtual) **Strategy's Expected Result/Impact:** Build strong social, behavioral, and emotional well-being of students that will help students transition to the new campus. Increase parent knowledge of campus expectations and campus goals. **Staff Responsible for Monitoring:** Administrators Counselor Classroom teachers (5th grade) **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - 199-General funds	N/A	N/A	N/A	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Student Attendance: We will maintain 97% or higher attendance rate for the year through class and school wide recognition celebrations. Monthly reminders will be sent on the newsletter forms, class dojo, remind 101, and staff calls to parents. Aug 2020-June 2021 Computers for Attendance Clerk, PEIMS, and Campus Secretary **Strategy's Expected Result/Impact:** Increase attendance rate to meet or exceed 98% by June 2020 Increased learning time and overall student motivation within the classroom and school settings. Increase in student achievement. **Staff Responsible for Monitoring:** Administrators Attendance Clerk Teachers **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 **Funding Sources:** Recognition and Celebration - 211-Title I - $2,050				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Implement a Gator Principal Pals that promotes safety, leadership, and responsibility. November 2020 - June 2021 **Strategy's Expected Result/Impact:** Increase student self-worth and confidence in order to strive to reach individualized set goals. **Staff Responsible for Monitoring:** Committee Leader Administrator **TEA Priorities:** Improve low-performing schools **Funding Sources:** Campus Sponsored Events - 211-Title I - $100	N/A	N/A	N/A	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: PBIS Campus Implementation: Gator Pride Parade - was created to increase desired behavior for virtual learners. September 2020- June 2021 Teacher resources will be purchased for teacher and students to help ensure the Gator Way is being demonstrated. Student incentives will be purchased for the Campus Gator Buck Store for students. Teachers will use gator bucks as rewards for positive behavior and academic growth. November 2020-June 2021 **Strategy's Expected Result/Impact:** Decrease Behavior Incidents Increase in academic achievement. **Staff Responsible for Monitoring:** Admin Team PTO **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Title 1 - 199-General funds - $1,000, Title 1 - 211-Title I - $500	100%	100%	100%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Safety and Security: Replace 15 Campus walkie-talkies for leadership team and building in locations such as the cafeteria, recess field. **Strategy's Expected Result/Impact:** Improve Leadership Team's Response Time and communication involving campus Safety and Security of Students. **Staff Responsible for Monitoring:** Principal Administration Secretary **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Walkie-Talkies - 211-Title I - $3,500	100%	100%	100%	100%

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 of 2021 90% of the campus will be spent.

Evaluation Data Sources: Itemized budget report

Next Year's Recommendation: During the 2020 Summer Planning we will better designate specific dollar amounts that will be spent by the end of the 1st semester to ensure this goal is meet. .

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By March 2021, 75% of the campus budget will be spent to address the needs of the students and aligned to the campus goals. September 2020-March 2021 **Strategy's Expected Result/Impact:** Itemized budget report **Staff Responsible for Monitoring:** School Secretary Administrators	40%	65%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Allotted amount of funds will provide instructional resources, materials and instructional tools to aide in instructional strategies that will increase student achievement in Reading, Math, Writing and Science. August 2020 - May 2021 **Strategy's Expected Result/Impact:** Checkpoints, SnapShots, 9 week Assessments, MOCK and STAAR results. **Staff Responsible for Monitoring:** Administrators Classroom Teachers	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Monthly meetings with secretary to provide updated budget reports for review to determine yearly funding needs. August 2020-June 2021 **Strategy's Expected Result/Impact:** Balanced Budget Report **Staff Responsible for Monitoring:** School Secretary Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6	100%	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Garrett Elementary

Account Code	Account Title	Budget
6100 Payroll Costs		
639970	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$21,112.50
	6100 Subtotal:	**$21,112.50**

Title I Personnel

Name	Position	Program	FTE
Angela Anderson	Campus Instructional Specialist	ELAR/Math/Science	1
Jasmine Bell	Campus Instructional Specialist	Math/Science	1
Ramesha Haskins	Campus Support Teacher	Math/Science	1
Tierra Jolivet	Title One Paraprofessional	Reading	1

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3			$750.00
2	1	4			$500.00
2	1	5			$1,500.00
4	1	4			$0.00
4	1	5			$0.00
4	1	8	Title 1		$1,000.00
				Sub-Total	$3,750.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Instructional materials to support learning		$3,000.00
1	1	4	After School Program Supplies and Materials		$4,000.00
1	1	8	Professional Development		$2,000.00
1	2	3	Training, travel and resources		$3,000.00
1	3	2	Training, travel and resources		$3,000.00
1	3	6	Materials for Testing and Interactive Notebook		$1,000.00
1	4	4	Field Trip		$100.00
1	4	6	Travel, training, and resources		$3,000.00
2	1	1	Professional Development		$1,250.00
2	1	2	Substitutes		$1,250.00
4	1	2			$1,500.00
				Sub-Total	$23,100.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	RTI Training materials and Resources for intervention		$1,500.00
1	1	2	Resources		$3,500.00
1	1	3	Classroom Libraries		$3,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Resources		$500.00
1	1	7	Enrichment Resources		$2,000.00
1	2	1	RTI Training materials and Resources for intervention		$1,500.00
1	2	2	Resources		$2,000.00
1	2	5	Supplies		$500.00
1	2	6	Instructional Materials and Resources		$5,500.00
1	2	7	Professional Developmental		$2,000.00
1	3	1	RTI Training materials and Resources for intervention	750	$0.00
1	3	3	Resources and Supplies		$2,000.00
1	3	5	Resources		$500.00
1	4	1			$1,000.00
1	4	2			$500.00
1	4	3			$1,000.00
1	4	5	RTI Training materials and Resources for intervention	750	$0.00
1	4	7	Resources and Supplies	1000	$0.00
1	4	10	Resources	500	$0.00
1	4	11	Enrichment		$500.00
1	4	12	Training, travel, and professional development		$2,500.00
2	1	6			$5,000.00
3	1	1			$1,200.00
3	1	2	Career Day, College Visits Field Trips, Decorations,		$2,000.00
3	2	1	Parent Communication, Snacks, Parent Awards		$500.00
4	1	6	Recognition and Celebration		$2,050.00
4	1	7	Campus Sponsored Events		$100.00
4	1	8	Title 1	$500	$0.00
4	1	9	Walkie-Talkies		$3,500.00
				Sub-Total	$44,350.00

Addendums

Campus Information

District Name	Sheldon ISD	**Campus Name**	Garrett Elementary	**Superintendent**	King Davis	**Principal**	Tacarra Williams
District Number	101924	**Campus Number**	101924111	**District Coordinator of School Improvement (DCSI)**	Paula Patterson	**ESC Support**	Charlotte Coffman Nancy Webster

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Paula Patterson, 11/04/19**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**<Enter Name and Date>**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Mrs. Williams, 9/20/19**
Board Approval Date		

Needs Assessment

	What accountability goals for each Domain has your campus set for the year?	Domain I: 65, Domain 2: 72, Domain 3: 68

Data Analysis Questions	What changes in student group and subject performance are included in these goals?	Our campus needs to make improvement in the following areas: **Reading Student Achivement:** %Approaches will increase from 65 to 69 %Meets will increase from 28 to 31 %Masters will increase from 12 to 15 **Reading Growth Measure :**% Increase from 65 to 71 **Reading Closing the Gap:** % Increase from 62 to 69 **Math Student Achivement:** %Approaches will increase from 70 to 73 % Meets will increase from 35 to 38 %Masters will increase from 13 to 16 **Math Growth Measure** :% Increase from 66 to 68 **Math Closing the Gap:** % Increase from 29 to 33 **Writing Student Achivement:** %Approaches will increase from 52 to 55. % Meets will increase from 10 to 13 . %Masters will increase from 2 to 5. **Science Student Achivement:** %Approaches will increase from 53 to 56. % Meets will increase from 19 to 21 . %Masters will increase from 9 to 11.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**2**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**2**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**1**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**2**
5.1 Objective-driven daily lesson plans with formative assessments.	**1**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.

Rationale	Intructional leaders do not maintain a set schedule for leading effective PLC's, purposeful planning, coaching, modeling, and providing feedback to teachers on first - time instruction and classroom management.	Teachers are not creating lesson plans aligned to grade level TEKS which leads to low student mastery. We are not creating formative assessments for use in the classroom. Instructional leaders lack extensive content knowledge to provide lesson plan feedback to teachers.	Teachers are not accurately tracking classroom data; therefore, they are not making informed decisions when creating small group lesson plans.
Desired Annual Outcome	The clear roles and responsibilities will allow instructional leaders the opportunity to meet the needs of teachers and students by providing effective coaching cycles, providing student academic interventions and leading effective PLC's and planning.	By unpacking the TEKS, teachers and instructional leaders will understand the expectation of the TEKS, student misconceptions and multiple ways to teach skills to students.	Each classroom will have a data wall that will track weekly formative assessment data and district assessment data. The Instructional Leadership Team (ILT) will guide teachers to use the information from the data walls to drive classroom instruction.
Barriers to Address During the Year	1.) Changing the mindset of teachers when it comes to PLC, planning and coaching cycles. 2.) Building the capacity of Instructional Leaders to increase comfortability when providing effective feeback to teachers and following through with coaching cycles.	1.) ILT monitoring lesson plans consistently and providing feedback. 2.) Teachers creating and implementing formative assessments and using them to create lesson plans.	1.) Teachers posting weekly data on time. 2.) ILT providing professional development on how to analze data. 3.) Teachers implementing the professional development to improve classroom instruction.
District Commitment Theory of Action:	If the principal supervisor provides regular coaching to the principal on the implementation of the TIP and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality benchmark tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and		

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	

Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Rdg BOY	Other	15								STAAR	31	
3rd	Rdg Mock					20			25				
3rd	Math BOY	Other	15										
3rd	Math Mock					25			30		STAAR	38	
4th	Rdg BOY	Other	15										
4th	Rdg Mock				Benchmark	20		Benchmark	25		STAAR	31	
4th	Writing 9 Wk Assess. #1	Other	10										
4th	Writing Mock	Benchmark	11		Benchmark	12					STAAR	14	
4th	Math BOY	Other	15										
4th	Math Mock				Benchmark	25			30		STAAR	38	
4th													
5th	Rdg BOY	Other	15										
5th	Rdg Mock #	Benchmark	20		Benchmark	25					STAAR	31	
5th													

5th	Math BOY	Other	25										
5th	Math Mock #1 (11/19)	Benchmark	30		Benchmark	35					STAAR	38	
5th													
5th	Science 9 Wk Assess. #1	Other	15										
5th	Science Mock #1				Benchmark	17							
5th	Science Mock # (2/27)	Benchmark			Benchmark	20					STAAR	21	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	The clear roles and responsibilities will allow instructional leaders the opportunity to meet the needs of teachers and students by providing effective coaching cycles, providing student academic interventions and leading effective PLC's and planning.	By unpacking the TEKS, teachers and instructional leaders will understand the expectation of the TEKS, student misconceptions and multiple ways to teach skills to students.	Each classroom will have a data wall that will track weekly formative assessment data and district assessment data. The Instructional Leadership Team (ILT) will guide teachers to use the information from the data walls to drive classroom instruction.
Desired 90-day Outcome	ILT will lead effective PLC's on Unpacking the TEKS, Understanding the Data, Guided Math/Reading Groups and Classroom Management. ILT team begin and follow through on at least one round of coaching cycles. ILT provides academic interventions to Tier 2 students regularly.	The campus will implement "Campus Power-Up Sessions" for all grade levels. These sessios will help teachers understand the TEKS, student misconceptions and discuss student products for the upcoming 9 weeks.	A classroom data tracker will be used for formative assessments and guided small groups to show student mastery. Teachers will share formative assessment results in PLC and will use results to develop lesson plans. Campus Data Room will be organized.
Barriers to Address During this Cycle	1.) Monitoring the expectations shared in PLC's . 2.) Documentation and follow through of the coaching cycles. 3.) Time Management	1.) Creating effective weekly content formative assessments that meet TEKS expectations. 2.) Teachers planning for multiple ways to teach and reteach skills.	1) Teachers accurately identify areas needed for intervention. 2.)Teachers teaching the interventions and documenting student progress.
District Actions for this Cycle			
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the TIP and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality benchmark tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Weekly ILT Meetings to discuss coaching cycles, upcoming PLC topics and afterschool professional development	☑1 ☑2 ☑3	September 2019 - November 2019	ILT Calendar, Agenda Template	Principal	Agenda, Meeting Notes, Attendance Sheets			
After-School Professional Development: Classroom Management, Understanding Campus Data, Classroom Data Walls and Campus Data Room	☐1 ☑2 ☑3	September 2019 - November 2019	PD Materials: Powerpoints, Reference Guides, Examples, Videos, Sign-In Sheets	ILT, District Data Specialist	Agenda, Meeting Notes, Attendance Sheets, Presentation Materials			
Professional Development Training during PLC on Unpacking The TEKS, Guided Reading/Guided Math, Data Tracking	☐1 ☑2 ☑3	September 2019 - November 2019	PD Materials: Powerpoints, Reference Guides, Examples, Videos, Sign-In Sheets	ILT, District Curriculum Department	Agenda, Meeting Notes, Attendance Sheets, Presentation Materials			

Planned "Campus Power Up" Sessions for all grade level teachers and SPED Paraprofessionals.	☐1 ☑2 ☑3	September 2019 - November 2019	PD Materials: Powerpoints, Reference Guides, Examples, Videos, Sign-In Sheets	District Curriculum Department	Meeting Notes, Session Videos			
Teams create grade level weekly formative assessments during PLC and planning.	☐1 ☑2 ☑3	September 2019 - November 2019	Lesson Plan Template, PLC Agenda Template	ILT	Planning Notes, Submitted Lesson Plans			
ILT will begin coaching cycles for classroom management and instructional strategies for 6 teachers.	☑1 ☐2 ☐3	September 2019 - November 2019	Coaching Cycle Templates	ILT	Coaching Cyle Monitoring Notes			
CIS and Campus Support Teachers will have bi-weekly ILT Power Up Sessions.	☑1 ☐2 ☐3	September 2019 - November 2019	PD Materials: Powerpoints, Reference Guides, Examples, Videos, Sign-In Sheets	District Curriculum Department	Meeting Notes, Agenda			
Teachers will begin to post student formative assessment data in classrooms.	☐1 ☑2 ☑3	September 2019 - November 2019	Data Wall Examples	ILT	Pictures, Data Information			
Campus Data Room will be designed and data will be posted.	☑1 ☑2 ☑3	September 2019 - November 2019	Data Wall Examples	ILT	Pictures, Data Analysis Notes			
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	The clear roles and responsibilities will allow instructional leaders the opportunity to meet the needs of teachers and students by providing effective coaching cycles, providing student academic interventions and leading effective PLC's and planning.	By unpacking the TEKS, teachers and instructional leaders will understand the expectation of the TEKS, student misconceptions and multiple ways to teach skills to students.	Each classroom will have a data wall that will track weekly formative assessment data and district assessment data. The Instructional Leadership Team (ILT) will guide teachers to use the information from the data walls to drive classroom instruction.
Desired 90-day Outcome	ILT will routinely visit classrooms (during schedule times) and provide feedback to teachers. ILT will lead PLC's that are collaborative and action-oriented. ILT will meet weekly to discuss student academic progress and closing the academic gaps.	Student mastery will increase after first-time Tier 1 instruction improves. Teachers will display multiple products to demonstrate student mastery. Content area 9-week assessments and snapshot data will increase by at least 5%.	PLC's will align with formative assessment data. Teachers will bring examples of student work to PLC's to analyze. Benchmark data will see an increase of 3% from the first test to the second test. Campus Data room will be utilized by the ILT to present information to teachers and ask specific questions.
Barriers to Address During this Cycle	1.) ILT members will need to schedule teacher feedback times to ensure it is given within 48 hours. 2.) Tracking student progress and changing student intervention groups when needed.	1.) Creating effective weekly content formative assessments that meet TEKS expectations. 2.) Teachers planning for multiple ways to teach and reteach skills.	1) Teachers accurately identify root causes for student interventions. 2.)Teachers providing the interventions and documenting student progress. 3.)Teachers posting in the Campus Data Room on time. 4.) ILT using Campus Data Room information to guide teachers toward deeper thinking.
District Actions for this Cycle			
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the TIP and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality benchmark tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Weekly ILT Meetings to discuss small group student progress, classroom co-teaching, STAAR Tutorials	☑1 ☑2 ☑3	December 2019 - February 2020	ILT Calendar, Agenda Template	Principal	Agenda, Meeting Notes, Attendance Sheets			
Professional Development Training during PLC on Student Goal Setting Tracking, Testing Strategies	☑1 ☑2 ☑3	December 2019 - February 2020	PD Materials: PowerPoints, Reference Guides, Examples, Videos, Sign-In Sheets	ILT, District Curriculum Department	Agenda, Meeting Notes, Attendance Sheets, Presentation Materials			
Weekly Teacher PLC Meetings: Focus: Gator Time Intervention	☐1 ☑2 ☑3	December 2019 - February 2020	Lesson Plan Template, PLC Agenda Template	ILT	Planning Notes, Submitted Lesson Plans			
Planned "Campus Power Up" Sessions for CIS and Interventionist	☐1 ☑2 ☑3	December 2019 - February 2020	PD Materials: PowerPoints, Reference Guides, Examples, Videos, Sign-In Sheets	District Curriculum Department	Meeting Notes, Session Videos			

Teams will continue grade level weekly formative assessments during PLC and planning.	☐1 ☑2 ☑3	December 2019 - February 2020	Lesson Plan Template, PLC Agenda Template	ILT	Planning Notes, Submitted Lesson Plans			
ILT will continue to provide coaching cycles for instructional strategies and small group instruction for teachers.	☑1 ☑2 ☑3	December 2019 - February 2020	Data Wall Examples	ILT	Pictures, Data Analysis Notes			
Grade Level Data Digs after Mock Test	☐1 ☑2 ☑3	December 2019 - February 2020	ILT Calendar, Agenda Template, Testing Data	ILT	Meeting Notes			
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	The clear roles and responsibilities will allow instructional leaders the opportunity to meet the needs of teachers and students by providing effective coaching cycles, providing student academic interventions and leading effective PLC's and planning.	By unpacking the TEKS, teachers and instructional leaders will understand the expectation of the TEKS, student misconceptions and multiple ways to teach skills to students.	Each classroom will have a data wall that will track weekly formative assessment data and district assessment data. The Instructional Leadership Team (ILT) will guide teachers to use the information from the data walls to drive classroom instruction.
Desired 90-day Outcome	Weekly ILT meetings will discuss topics for weekly PLC meetings based on coaching cycle data, student academic performance data and closing the gap.	Increase of 3% of students who have reached "meets" level of academic achievement. Overall 5% of students will show continued growth.	Campus Data room will be utilized by the ILT to present information to teachers and ask specific student questions. ILT will lead PLCs that focus on skills that will show student growth towards "meets" grade level.
Barriers to Address During this Cycle	1.) ILT members will need to schedule teacher feedback times to ensure it is given within 48 hours. 2.) Tracking student progress and changing student intervention groups when needed.	1.)Teachers use the formative assessment data to plan small group and whole instruction when necessary. 2.)Students will be able to articulate areas where they need additional support and recognize their growth areas.	1) Teachers accurately identify root causes for needed student intervention. 2.)Teachers teaching the interventions and documenting student progress. 3.)Teachers posting in the Campus Data Room on time. 4.) ILT using Campus Data Room information to guide teachers toward deeper thinking.
District Actions for this Cycle			
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the TIP and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality benchmark tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Weekly ILT Meetings to discuss STAAR Tutorials, SSI	☑1 ☑2 ☑3	March 2020 - May 2020	ILT Calendar, Agenda Template	Principal	Agenda, Meeting Notes, Attendance Sheets			
Professional Development Training during PLC: Targeted Instruction	☐1 ☑2 ☑3	March 2020 - May 2020	PD Materials: PowerPoints, Reference Guides, Examples, Videos, Sign-In Sheets	ILT, District Curriculum Department	Agenda, Meeting Notes, Attendance Sheets, Presentation Materials			
Weekly Teacher PLC Meetings: Small Group Instruction	☐1 ☐2 ☐3	March 2020 - May 2020	Lesson Plan Template, PLC Agenda Template	ILT	Planning Notes, Submitted Lesson Plans			
Formative assessments will be used to track student SSI Improvement	☐1 ☑2 ☑3	March 2020 - May 2020	Lesson Plan Template, PLC Agenda Template	ILT	Planning Notes, Submitted Lesson Plans			

	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome	The clear roles and responsibilities will allow instructional leaders the opportunity to meet the needs of teachers and students by providing effective coaching cycles, providing student academic interventions and	By unpacking the TEKS, teachers and instructional leaders will understand the expectation of the TEKS, student misconceptions and multiple ways to teach skills to students.	Each classroom will have a data wall that will track weekly formative assessment data and district assessment data. The Instructional Leadership Team (ILT) will guide teachers to use the information from the data walls to drive classroom instruction.

Did the campus achieve the desired outcome? Why or why not?			

Campus Information

District Name	Sheldon ISD	**Campus Name**	Garrett Elementary	**Superintendent**	King Davis	**Principal**	Tacarra Williams
District Number	101924	**Campus Number**	101924111	**District Coordinator of School Improvement (DCSI)**	Paula Patterson	**ESC Support**	Charlotte Coffman Nancy Webster

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Paula Patterson, 11/04/19**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**<Enter Name and Date>**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Mrs. Williams, 9/20/19**
Board Approval Date		

Needs Assessment

	What accountability goals for each Domain has your campus set for the year?	Domain I: 65, Domain 2: 72, Domain 3: 68

Data Analysis Questions	What changes in student group and subject performance are included in these goals?	Our campus needs to make improvement in the following areas: **Reading Student Achivement:** %Approaches will increase from 65 to 69 %Meets will increase from 28 to 31 %Masters will increase from 12 to 15 **Reading Growth Measure :**% Increase from 65 to 71 **Reading Closing the Gap:** % Increase from 62 to 69 **Math Student Achivement:** %Approaches will increase from 70 to 73 % Meets will increase from 35 to 38 %Masters will increase from 13 to 16 **Math Growth Measure** :% Increase from 66 to 68 **Math Closing the Gap:** % Increase from 29 to 33 **Writing Student Achivement:** %Approaches will increase from 52 to 55. % Meets will increase from 10 to 13 . %Masters will increase from 2 to 5. **Science Student Achivement:** %Approaches will increase from 53 to 56. % Meets will increase from 19 to 21 . %Masters will increase from 9 to 11.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**2**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**2**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**1**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**2**
5.1 Objective-driven daily lesson plans with formative assessments.	**1**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.

Rationale	Intructional leaders do not maintain a set schedule for leading effective PLC's, purposeful planning, coaching, modeling, and providing feedback to teachers on first - time instruction and classroom management.	Teachers are not creating lesson plans aligned to grade level TEKS which leads to low student mastery. We are not creating formative assessments for use in the classroom. Instructional leaders lack extensive content knowledge to provide lesson plan feedback to teachers.	Teachers are not accurately tracking classroom data; therefore, they are not making informed decisions when creating small group lesson plans.
Desired Annual Outcome	The clear roles and responsibilities will allow instructional leaders the opportunity to meet the needs of teachers and students by providing effective coaching cycles, providing student academic interventions and leading effective PLC's and planning.	By unpacking the TEKS, teachers and instructional leaders will understand the expectation of the TEKS, student misconceptions and multiple ways to teach skills to students.	Each classroom will have a data wall that will track weekly formative assessment data and district assessment data. The Instructional Leadership Team (ILT) will guide teachers to use the information from the data walls to drive classroom instruction.
Barriers to Address During the Year	1.) Changing the mindset of teachers when it comes to PLC, planning and coaching cycles. 2.) Building the capacity of Instructional Leaders to increase comfortability when providing effective feeback to teachers and following through with coaching cycles.	1.) ILT monitoring lesson plans consistently and providing feedback. 2.) Teachers creating and implementing formative assessments and using them to create lesson plans.	1.) Teachers posting weekly data on time. 2.) ILT providing professional development on how to analze data. 3.) Teachers implementing the professional development to improve classroom instruction.
District Commitment Theory of Action:	If the principal supervisor provides regular coaching to the principal on the implementation of the TIP and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality benchmark tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and		

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	

Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Rdg BOY	Other	15								STAAR	31	
3rd	Rdg Mock					20			25				
3rd	Math BOY	Other	15										
3rd	Math Mock					25			30		STAAR	38	
4th	Rdg BOY	Other	15										
4th	Rdg Mock				Benchmark	20		Benchmark	25		STAAR	31	
4th	Writing 9 Wk Assess. #1	Other	10										
4th	Writing Mock	Benchmark	11		Benchmark	12					STAAR	14	
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5th	Science 9 Wk Assess. #1	Other	15										
5th	Science Mock #1				Benchmark	17							
5th	Science Mock # (2/27)	Benchmark			Benchmark	20					STAAR	21	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	The clear roles and responsibilities will allow instructional leaders the opportunity to meet the needs of teachers and students by providing effective coaching cycles, providing student academic interventions and leading effective PLC's and planning.	By unpacking the TEKS, teachers and instructional leaders will understand the expectation of the TEKS, student misconceptions and multiple ways to teach skills to students.	Each classroom will have a data wall that will track weekly formative assessment data and district assessment data. The Instructional Leadership Team (ILT) will guide teachers to use the information from the data walls to drive classroom instruction.
Desired 90-day Outcome	ILT will lead effective PLC's on Unpacking the TEKS, Understanding the Data, Guided Math/Reading Groups and Classroom Management. ILT team begin and follow through on at least one round of coaching cycles. ILT provides academic interventions to Tier 2 students regularly.	The campus will implement "Campus Power-Up Sessions" for all grade levels. These sessios will help teachers understand the TEKS, student misconceptions and discuss student products for the upcoming 9 weeks.	A classroom data tracker will be used for formative assessments and guided small groups to show student mastery. Teachers will share formative assessment results in PLC and will use results to develop lesson plans. Campus Data Room will be organized.
Barriers to Address During this Cycle	1.) Monitoring the expectations shared in PLC's . 2.) Documentation and follow through of the coaching cycles. 3.) Time Management	1.) Creating effective weekly content formative assessments that meet TEKS expectations. 2.) Teachers planning for multiple ways to teach and reteach skills.	1) Teachers accurately identify areas needed for intervention. 2.)Teachers teaching the interventions and documenting student progress.
District Actions for this Cycle			
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the TIP and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality benchmark tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Weekly ILT Meetings to discuss coaching cycles, upcoming PLC topics and afterschool professional development	☑1 ☑2 ☑3	September 2019 - November 2019	ILT Calendar, Agenda Template	Principal	Agenda, Meeting Notes, Attendance Sheets			
After-School Professional Development: Classroom Management, Understanding Campus Data, Classroom Data Walls and Campus Data Room	☐1 ☑2 ☑3	September 2019 - November 2019	PD Materials: Powerpoints, Reference Guides, Examples, Videos, Sign-In Sheets	ILT, District Data Specialist	Agenda, Meeting Notes, Attendance Sheets, Presentation Materials			
Professional Development Training during PLC on Unpacking The TEKS, Guided Reading/Guided Math, Data Tracking	☐1 ☑2 ☑3	September 2019 - November 2019	PD Materials: Powerpoints, Reference Guides, Examples, Videos, Sign-In Sheets	ILT, District Curriculum Department	Agenda, Meeting Notes, Attendance Sheets, Presentation Materials			

Planned "Campus Power Up" Sessions for all grade level teachers and SPED Paraprofessionals.	☐1 ☑2 ☑3	September 2019 - November 2019	PD Materials: Powerpoints, Reference Guides, Examples, Videos, Sign-In Sheets	District Curriculum Department	Meeting Notes, Session Videos			
Teams create grade level weekly formative assessments during PLC and planning.	☐1 ☑2 ☑3	September 2019 - November 2019	Lesson Plan Template, PLC Agenda Template	ILT	Planning Notes, Submitted Lesson Plans			
ILT will begin coaching cycles for classroom management and instructional strategies for 6 teachers.	☑1 ☐2 ☐3	September 2019 - November 2019	Coaching Cycle Templates	ILT	Coaching Cyle Monitoring Notes			
CIS and Campus Support Teachers will have bi-weekly ILT Power Up Sessions.	☑1 ☐2 ☐3	September 2019 - November 2019	PD Materials: Powerpoints, Reference Guides, Examples, Videos, Sign-In Sheets	District Curriculum Department	Meeting Notes, Agenda			
Teachers will begin to post student formative assessment data in classrooms.	☐1 ☑2 ☑3	September 2019 - November 2019	Data Wall Examples	ILT	Pictures, Data Information			
Campus Data Room will be designed and data will be posted.	☑1 ☑2 ☑3	September 2019 - November 2019	Data Wall Examples	ILT	Pictures, Data Analysis Notes			
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Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	The clear roles and responsibilities will allow instructional leaders the opportunity to meet the needs of teachers and students by providing effective coaching cycles, providing student academic interventions and leading effective PLC's and planning.	By unpacking the TEKS, teachers and instructional leaders will understand the expectation of the TEKS, student misconceptions and multiple ways to teach skills to students.	Each classroom will have a data wall that will track weekly formative assessment data and district assessment data. The Instructional Leadership Team (ILT) will guide teachers to use the information from the data walls to drive classroom instruction.
Desired 90-day Outcome	ILT will routinely visit classrooms (during schedule times) and provide feedback to teachers. ILT will lead PLC's that are collaborative and action-oriented. ILT will meet weekly to discuss student academic progress and closing the academic gaps.	Student mastery will increase after first-time Tier 1 instruction improves. Teachers will display multiple products to demonstrate student mastery. Content area 9-week assessments and snapshot data will increase by at least 5%.	PLC's will align with formative assessment data. Teachers will bring examples of student work to PLC's to analyze. Benchmark data will see an increase of 3% from the first test to the second test. Campus Data room will be utilized by the ILT to present information to teachers and ask specific questions.
Barriers to Address During this Cycle	1.) ILT members will need to schedule teacher feedback times to ensure it is given within 48 hours. 2.) Tracking student progress and changing student intervention groups when needed.	1.) Creating effective weekly content formative assessments that meet TEKS expectations. 2.) Teachers planning for multiple ways to teach and reteach skills.	1) Teachers accurately identify root causes for student interventions. 2.)Teachers providing the interventions and documenting student progress. 3.)Teachers posting in the Campus Data Room on time. 4.) ILT using Campus Data Room information to guide teachers toward deeper thinking.
District Actions for this Cycle			
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the TIP and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality benchmark tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Weekly ILT Meetings to discuss small group student progress, classroom co-teaching, STAAR Tutorials	☑1 ☑2 ☑3	December 2019 - February 2020	ILT Calendar, Agenda Template	Principal	Agenda, Meeting Notes, Attendance Sheets			
Professional Development Training during PLC on Student Goal Setting Tracking, Testing Strategies	☑1 ☑2 ☑3	December 2019 - February 2020	PD Materials: PowerPoints, Reference Guides, Examples, Videos, Sign-In Sheets	ILT, District Curriculum Department	Agenda, Meeting Notes, Attendance Sheets, Presentation Materials			
Weekly Teacher PLC Meetings: Focus: Gator Time Intervention	☐1 ☑2 ☑3	December 2019 - February 2020	Lesson Plan Template, PLC Agenda Template	ILT	Planning Notes, Submitted Lesson Plans			
Planned "Campus Power Up" Sessions for CIS and Interventionist	☐1 ☑2 ☑3	December 2019 - February 2020	PD Materials: PowerPoints, Reference Guides, Examples, Videos, Sign-In Sheets	District Curriculum Department	Meeting Notes, Session Videos			

Teams will continue grade level weekly formative assessments during PLC and planning.	☐1 ☑2 ☑3	December 2019 - February 2020	Lesson Plan Template, PLC Agenda Template	ILT	Planning Notes, Submitted Lesson Plans			
ILT will continue to provide coaching cycles for instructional strategies and small group instruction for teachers.	☑1 ☑2 ☑3	December 2019 - February 2020	Data Wall Examples	ILT	Pictures, Data Analysis Notes			
Grade Level Data Digs after Mock Test	☐1 ☑2 ☑3	December 2019 - February 2020	ILT Calendar, Agenda Template, Testing Data	ILT	Meeting Notes			
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Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	The clear roles and responsibilities will allow instructional leaders the opportunity to meet the needs of teachers and students by providing effective coaching cycles, providing student academic interventions and leading effective PLC's and planning.	By unpacking the TEKS, teachers and instructional leaders will understand the expectation of the TEKS, student misconceptions and multiple ways to teach skills to students.	Each classroom will have a data wall that will track weekly formative assessment data and district assessment data. The Instructional Leadership Team (ILT) will guide teachers to use the information from the data walls to drive classroom instruction.
Desired 90-day Outcome	Weekly ILT meetings will discuss topics for weekly PLC meetings based on coaching cycle data, student academic performance data and closing the gap.	Increase of 3% of students who have reached "meets" level of academic achievement. Overall 5% of students will show continued growth.	Campus Data room will be utilized by the ILT to present information to teachers and ask specific student questions. ILT will lead PLCs that focus on skills that will show student growth towards "meets" grade level.
Barriers to Address During this Cycle	1.) ILT members will need to schedule teacher feedback times to ensure it is given within 48 hours. 2.) Tracking student progress and changing student intervention groups when needed.	1.)Teachers use the formative assessment data to plan small group and whole instruction when necessary. 2.)Students will be able to articulate areas where they need additional support and recognize their growth areas.	1) Teachers accurately identify root causes for needed student intervention. 2.)Teachers teaching the interventions and documenting student progress. 3.)Teachers posting in the Campus Data Room on time. 4.) ILT using Campus Data Room information to guide teachers toward deeper thinking.
District Actions for this Cycle			
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the TIP and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality benchmark tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Weekly ILT Meetings to discuss STAAR Tutorials, SSI	☑1 ☑2 ☑3	March 2020 - May 2020	ILT Calendar, Agenda Template	Principal	Agenda, Meeting Notes, Attendance Sheets			
Professional Development Training during PLC: Targeted Instruction	☐1 ☑2 ☑3	March 2020 - May 2020	PD Materials: PowerPoints, Reference Guides, Examples, Videos, Sign-In Sheets	ILT, District Curriculum Department	Agenda, Meeting Notes, Attendance Sheets, Presentation Materials			
Weekly Teacher PLC Meetings: Small Group Instruction	☐1 ☐2 ☐3	March 2020 - May 2020	Lesson Plan Template, PLC Agenda Template	ILT	Planning Notes, Submitted Lesson Plans			
Formative assessments will be used to track student SSI Improvement	☐1 ☑2 ☑3	March 2020 - May 2020	Lesson Plan Template, PLC Agenda Template	ILT	Planning Notes, Submitted Lesson Plans			

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Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome	The clear roles and responsibilities will allow instructional leaders the opportunity to meet the needs of teachers and students by providing effective coaching cycles, providing student academic interventions and	By unpacking the TEKS, teachers and instructional leaders will understand the expectation of the TEKS, student misconceptions and multiple ways to teach skills to students.	Each classroom will have a data wall that will track weekly formative assessment data and district assessment data. The Instructional Leadership Team (ILT) will guide teachers to use the information from the data walls to drive classroom instruction.

Did the campus achieve the desired outcome? Why or why not?			