

Sheldon Independent School District
Garrett Elementary
2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

The Gator Way Pledge

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

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

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

THE GATOR WAY!

Great

Attitude

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Overcomes

Resistance

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Advances

Youth

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Comprehensive Needs Assessment

Revised/Approved: June 20, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

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

This was the 5th year implementation Compass Schools, and Garrett Elementary will be a Performance and Visual Arts School. The implementation will start this year in the 1st grade. Sheldon ISD will continue the multi-lingual program for the district.

Our Targeted Assisted/ School Title 1 program consists of parent and family engagement activities, extended day for math and reading, teacher professional development, and two coaches (one for math and one for reading) Parent involvement is key to a successful partnership with the school. Campus Administration will hold bi- monthly Parent Engagements meetings with parents to discuss concerns and upcoming initiatives in person. Each semester parents, students, and the community will be invited to attend at least 2 parental involvement activities to help improve the academic achievement of students and increase parent academic knowledge. These activities will be held in-person help accommodate parent schedules

Selected students are able to participate in the after-school program Monday through Friday. This gives parents the opportunity to have their children in a safe, supervised environment. Our State Compensatory Program (SCE) consists of the training of teachers in best practices for at-risk students and providing activities to improve the academic success of at-risk students.

Campus Needs Assessment Summary

Meetings were held on May 13, 2025 and May 15, 2025, to conduct the comprehensive needs assessment. STAAR Data was reviewed by the staff on June (preliminary data). The Admin Team reviewed the released raw data scores on July 21, 2025.

Summary of the meetings:

May 13, 2025 – This meeting was held in the Multi-purpose room on May 13, 2025 at 4:30 p.m. This meeting was held to review and approve the agenda, which was accepted by the committee with no additions or required actions. During the meeting, a data analysis was conducted and the Campus Needs Assessment were discussed to identify campus strengths and areas for growth. A Root Cause Analysis was conducted through a deep data dive, and group discussions were held using the “Problem, Why (x3), and Solution” process. From these discussions, three goals were identified to serve as the focus for the 2025–2026 Campus Improvement Plan (C.I.P.), with the goals to be drafted and finalized during Part 2 of the meeting.

May 15, 2025 – This meeting was held in the Multi-purpose room on May 15, 2025 at 4:30 p.m The Parent Compact was reviewed, revised, and edited, through a discussion with campus and the district representative and administration. Updates and improvements were made to the compact and parent and family engagement policy, and participants were organized into groups to review its content. Family engagement policies and parent compacts were sent home for further review, with participants instructed to identify key changes and return their findings to the school. The calendar for distributing the compact to parents for the 2025–2026 school year was pending final approval of parents at a meeting held in the summer.

Tolenia Lee- Classroom Teacher
Maria Lopez - Classroom Teacher
Catalina Gomez - Classroom Teacher
Angela Anderson - Specialized Instruction Support Personnel / CIS
Franshell Eckford - Specialized Instruction Support Personnel / School Counselor
Lahoia Kennedy – Specialized Instruction Support Personnel / CIS
Kelli Putman - Specialized Instruction Support Personnel / Campus Interventionist
Dineka Randolph - Classroom Teacher
Angelica Anders - Specialized Instruction Support Personnel / Campus Instructional Specialist
Jessica De la Cruz - Community Member
Maureen Howard - Parent
James Webster - Sheldon ISD Administrator / Asst. Superintendent of Support Services
Tacarra Williams - Sheldon ISD Administrator / Director of Federal Programs and Grants
Jeffrey Gaspard - Other School Leader / School Support Administrator
Jasmine Bell - Other School Leader / Assistant Principal
Chad Davis - Principal

After completing the comprehensive needs assessment, it has been determined that the following will be focus areas for the campus for the 2025-26 school year:

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

2. Provide intentional professional development to improve the knowledge and skill set to facilitate individual teachers and school-wide improvement that will ultimately increase the academic performance of all students, especially those identified at-risk.
3. Improve Tier I instruction preparation in planning/PLC that will increase the teaching and learning process.
4. Provide well-rounded instruction that will support the whole child through innovative lessons and activities.
5. The campus will offer multiple family learning events that will include strategies and best practices that will help parents support student academic growth.
6. Plan and implement intentional SEL lessons that provide support to all students.

Campus Administration met July 21, 2025 and EOY Instructional Survey results were discussed and goals/strategies were created for the campus's comprehensive needs.

LaHoia Kennedy- Specialized Instruction Support Personnel / Campus Instructional Specialist
Angela Anderson - Specialized Instruction Support Personnel / Campus Instructional Specialist
Estefani Velasquez - Specialized Instruction Support Personnel / Campus Instructional Specialist
Franshell Eckford - Specialized Instruction Support Personnel / Counselor
Lori Garcia - Other School Leader / School Support Administrator
Jeffrey Gaspard - Other School Leader / Assistant Principal
Jasmine Bell - Principal

Data Used:

Program Evaluation

Interim Data (1st and 3rd Administration)

Preliminary STAAR Preliminary

The team will reconvene when official results are released in an ADMIN meeting to set SMART goals for the 2025-2026 school year.

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

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

Sheldon ISD values the support and feedback of our parents and community. To ensure that the community is well informed of campus and district information, communication is provided to all parents in both English and Spanish throughout the district. Sheldon ISD continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment towards building a strong home-to-school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in the at-language.

Upon approval by the Sheldon ISD Board of Trustees, the final CIP will be translated into Spanish to meet the needs of our student population and community. The district and Family Engagement Policy is included in the parent/student handbook. District and campus policies are located campus front foyers, district front lobby, and the North Channel Library.

Priority Problem Statements

Goals

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

Performance Goal: By June 2026, Garrett Elementary will increase the overall STAAR component score from 35 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 1: By June 2026, Garrett Elementary will increase its component score in ELAR from 63% to 72% by increasing the percentage of students who score at the meets level or above by 8% points.

High Priority

HB3 Goal

Evaluation Data Sources: The campus will review the results from the 2025 STAAR .

District Assessment Data

iReady Data BOY/MOY/EOY

Campus Formative Assessment

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a plan to improve Tier 1 and intervention instruction through professional development and purchasing high quality instructional materials for classroom teachers to improve student performance. This strategy addresses the needs of all students in the school but especially populations who are at-risk, receive special education services and are emergent bilinguals who are not meeting challenging State academic standards. August 2025 September 2025 November 2025 December 2025 January 2026 February 2026 April 2026 May 2026 June 2026 Strategy's Expected Result/Impact: Increase in student fluency and overall comprehension for all students. This strategy will help increase AA, ED and EB student academic growth. Staff Responsible for Monitoring: Principal. Assistant Principal, School Support Administrator, Instructional Coaches, Campus Interventionist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional materials to support learning - 211-Title I - \$5,000, Instructional materials to support learning - 199-State Comp. Ed. - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Develop and execute a data tracking system for all grade levels. The strategy will help campus administrators and teachers identify and monitor growth over time for each student individually. This system will help ensure more students are progressing towards end of the year growth goal. August 2025 September 2025 Strategy's Expected Result/Impact: Increase all student's performance at the approaches, meets, and masters levels. Staff Responsible for Monitoring: Principal, Assistant Principal, School Support Administrator, Instructional Coaches and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Resources and materials - 211-Title I - \$2,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Continue to provide ongoing AVID professional development and campus implementation to help increase student college and career readiness, organizational skills and writing skills through the use strategically identified WICOR strategies in Tier 1 instruction. This strategy will provide opportunities for all children to meet the challenging State academic standards. August 2025 January 2026 April 2026 May 2026 June 2026 July 2026 Strategy's Expected Result/Impact: Student achievement at meets and masters grade will increase by 6% specially in AA, EB and ED students. Staff Responsible for Monitoring: Principal, Assistant Principal, School Support Administrator, Instructional Coaches and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: AVID Professional Development - 199-State Comp. Ed. - \$5,000, AVID Implementation Resources (planners) - 211-Title I - \$5,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Garrett Elementary will implement I-Ready first through fifth grade language arts/reading instruction and math instruction. The use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide and enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. August 2025 Strategy's Expected Result/Impact: Teachers will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help to provide an enriched and accelerated curriculum necessary to provide a well-rounded education. Increase reading scores on grade 3-5 STAAR and EOY iReady scores. Staff Responsible for Monitoring: Principal, Assistant Principal, School Support Administrator, and Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Offer an After-School program that will provide academic assistance in the areas of reading, mathematics, science, social studies, writing, and college and career readiness. August 2025 Strategy's Expected Result/Impact: An increase in students' percent score on STAAR assessment and/or district assessments in reading and mathematics. An increase in students' overall attendance Decrease office referrals by 10% from the 2025-2026 school year Staff Responsible for Monitoring: After-School program site coordinator After-School program Project Director Executive Director of Federal Programs and Grants Funding Sources: Instructional materials and supplies - 269 21st Century After-School Program (Cycle 11) - \$5,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Facilitate a program for students moving from kindergarten to 1st grade and for students moving from 5th grade to 6th grade to provide a smooth transition for academic purposes as well as to create a positive learning culture. April 2026 Strategy's Expected Result/Impact: Student attendance and engagement in the event. Staff Responsible for Monitoring: Campus counselor and principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Goal: By June 2026, Garrett Elementary will increase the overall STAAR component score from 35 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 2: By June 2026, Garrett Elementary will increase its component score in Math from 37% to 43% by increasing the percentage of students who score at the meets level or above by 6% points.

- High Priority
- HB3 Goal
- Evaluation Data Sources: The campus will review the results from the 2024 STAAR .
 - District Assessment Data
 - iReady Data BOY/MOY/EOY
 - Campus Formative Assessment

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a plan to improve Tier 1 instruction, intervention/enrichment instruction and writing across content areas through professional development and purchasing high quality instructional materials for classroom teachers to improve student performance. This strategy addresses the needs of all students in the school but especially those who are at-risk of not meeting challenging State academic standards. August 2025 November 2025 December 2025 January 2026 May 2026 June 2026 Strategy's Expected Result/Impact: Increase the quality of instruction and meet the needs of all diverse learners by providing opportunities for all children to meet challenging state academic standards. Staff Responsible for Monitoring: Principal, Assistant Principal, School Support Administrator, and Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211-Title I - \$5,000, - 199-State Comp. Ed. - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Instructional coaches will collaborate with teachers during planning and PLC focusing on internalizing innovative lessons for the needs of all students in the school but especially for at risk, AA, and ELL students who are not meeting challenging State academic standards. August 2025 September 2025 January 2026 March 2026 Strategy's Expected Result/Impact: Increase in district assessment results in all grades and 3rd-5th STAAR scores. Staff Responsible for Monitoring: Principal, Assistant Principal and School Support Administrator. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Special's teachers will assist with the integration of Performance and Visual Arts (PVA) focused lessons for teachers to incorporate into their daily lessons. The lessons will focus on art with purpose , digital productions, readers theater , dance and within the general education classroom. September 2025 October 2025 January 2026 March 2026 May 2026 Strategy's Expected Result/Impact: Increase student academic performance in the areas of reading, critical thinking and decision making. Staff Responsible for Monitoring: Specials Teachers, General Education Teacher, Principal, Assistant Principal, and School Support Administrator. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Digital Resources, Books, Instruments, Production/Performance Resources - 211-Title I - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Goal: By June 2026, Garrett Elementary will increase the overall STAAR component score from 35 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 3: By June 2026, SISD will increase its score on the 5th grade Science component score from 33% to 36% by increasing the percentage of students who score at the meets level or above by 3% points.

High Priority

Evaluation Data Sources: The campus will review the results from the 2025 STAAR
District Assessment Data
Campus Formative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a plan to improve Tier 1 instruction content areas through professional development and purchasing high quality instructional materials for classroom teachers to improve student performance. This strategy addresses the needs of all students in the school but especially those who are at-risk of not meeting challenging State academic standards. September 2025 Strategy's Expected Result/Impact: Students will display evidence of understanding CER (claim, evidence, reasoning). Students will Increase performance on district assessments and STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, School Support Administrator, and Instructional Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211-Title I - \$5,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide different engaging student-centered learning experiences through the use of technology and hands on experiences for all students. The use of methods and instructional strategies while writing across all content areas which will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide and enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. September 2025 November 2025 January 2026 February 2026 April 2026 May 2026 Strategy's Expected Result/Impact: Virtual experiences that mimic real life application and experiences. Increase teacher/student ability to provide real-time communication and feedback. Students will deepen their understanding of concepts because of the hands on experiences. Staff Responsible for Monitoring: Principal, Assistant Principal, School Support Administrator, and Instructional Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211-Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By May 2026, we will retain effective and highly qualified campus teachers and decrease teacher resignations by 5%.

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

Strategy 1 Details	Reviews			
Strategy 1: Creating a campus culture and climate that promotes support, team work, pride and celebration. Provide Professional Development sessions that focus on campus staff that are working towards certification by providing instructional expectations. Provide additional sessions that specifically focus on increasing teacher understanding of T-TESS Rubric provide opportunities to grow in identified areas will continuing to learn their assigned content.. August 2025 September 2025 November 2025 February 2026 April 2026 May 2026 Strategy's Expected Result/Impact: Teachers performing at a proficient level on T-TESS will increase by 8%. Adjunct teachers gaining certification. Staff Responsible for Monitoring: Principal, Assistant Principal, and School Support Administrator TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools -	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement a Campus Mentor Program that focuses on building relationships, instructional support and increase positive campus culture experience. July 2025 September 2025 November 2025 January 2026 March 2026 May 2026 Strategy's Expected Result/Impact: Increase unity, team building and collaboration Staff Responsible for Monitoring: Principal, Assistant Principal, School Support Administrator, Counselor and Lead Mentor TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

February 2026, March 2026, April 2026, June 2026, July 2026

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

Strategy 1 Details	Reviews			
Strategy 1: The site coordinator will attend the National After-School Association conference. January 2026, February 2026, March 2026, April 2026, and/or June 2026 Strategy's Expected Result/Impact: Increase enrollment for after-school programs Improve management of program staff Implement programs that improve student academic success. Staff Responsible for Monitoring: Campus Principal Executive Director of Federal Programs and Grants TEA Priorities: Improve low-performing schools -	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for all after school program staff to attend trainings to develop their skills and knowledge that will allow the team to offer a high quality program for all students. January 2026, February 2026, March 2026, April 2026, May 2026, June 2026, July 2026 Strategy's Expected Result/Impact: Increase in students engagement, attendance, and assessment scores Staff Responsible for Monitoring: After School Program Site Coordinator and campus site coordinator Funding Sources: Trainings and Workshops - 269 21st Century After-School Program (Cycle 11) - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By June 2026 teachers will attend at least 1 professional development (campus, district or state) per semester to help them achieve proficient in each domain of the T-Tess Instrument.

August 2025 and January 2026

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

Strategy 1 Details	Reviews			
Strategy 1: Promote a climate of growth and the use of effective teaching strategies. September 2025, October 2025, December 2025, January 2026, February 2026 Strategy's Expected Result/Impact: Improve student performance Retain highly qualified staff Staff Responsible for Monitoring: Principal, Assistant Principal, and School Support Administrator TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By June 2026 Garrett Elementary will meet expectations at all levels and innovative at least 3 categories on the parent engagement implementation rubric on building home/school partnerships.

- August 2025
- September 2025
- October 2025
- November 2025
- December 2025
- January 2026
- February 2026
- March 2026
- April 2026
- May 2026

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Parents and Community Members will attend at least 2 campus sponsored events per semester virtually or in-person. We will provide cross curricular (Math, Science and Literacy) events/projects that will promote the entire family participation and the learning of academic strategies that increase student success. Title one meeting will be an opportunity for a flex meeting. The campus will support the district parent engagement workshops. August 2024-June 2025 Strategy's Expected Result/Impact: Increase parental involvement and understanding of student academic expectations. Development of Parent and Family Engagement Night Increase Parent's State of the School Awareness The parents will also support in the development of the parent/family engagement policy to be shared with all parents/families. Staff Responsible for Monitoring: Principal, Assistant Principal, School Support Administrator, and Counselor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Increase communication with parents through parent square, teacher communication and monthly campus newsletters. We will offer monthly Parent Engagement Meetings in person and/or virtually to discuss upcoming events, parent volunteer opportunities and home connection strategies. To continue our commitment to building a strong home-to-school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language. August 2025: August Parent Engagement Meeting, September 2025: Parent Engagement Meeting Strategy's Expected Result/Impact: Parents will feel more informed about upcoming events and students academic performance. Parent engagement activities will increase in participation by 5%. Parent volunteers that have successfully completed District requirements will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principal, School Support Administrator, and CIS TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: We will implement Parenting Partners Program for families to empower parents while gaining leadership skills that contribute to the child's academic success. We will offer at least 2 days a week for GE Parent Volunteers to assist with school activities which include classroom project/activity preparation, classroom read aloud, car rider duty, attend field trips, set-up for after-school campus sponsored activities, campus beautification projects and Watch DOGS implementation. August 2024: GE Parent Volunteer Room May 2025 June 2025 Strategy's Expected Result/Impact: Increase parent involvement and engagement Increase parent understanding of social emotional learning Increase parent understanding of student academic needs Increase student performance Staff Responsible for Monitoring: Parenting Partners Leader Principal Counselor TEA Priorities: Improve low-performing schools Funding Sources: - 211-Title I - \$4,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Parents of students participating in the After School Program will be invited to participate in activities such as the Spring Showcase, Parent/Community Advisory board meetings held once per quarter and monthly parent education activities on various topics presented in English and Spanish. (October 2025, December 2025, March 2026, May 2026) Staff Responsible for Monitoring: After School Program Site Coordinator, Campus Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Contract with vendors and instructional materials to support presentations/refreshments - 269 21st Century After-School Program (Cycle 11) - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide enrichment programs such as dance, martial arts, sports, keyboarding, cooking, gardening, social emotional learning, theater arts, etc. (September 2025, October 2025, November 2025, December 2025, January 2026, March 2026, May 2026, & June 2026) Strategy's Expected Result/Impact: Students provided with ex-curricular opportunities. Decrease student referrals Increase academic performance Support campus PVA initiative Staff Responsible for Monitoring: After School Program Site Coordinator and Principal TEA Priorities: Improve low-performing schools Funding Sources: Vendors to provide enrichment activities to encourage student participation - 269 21st Century After-School Program (Cycle 11) - \$3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By June 2026 Garrett Elementary will cultivate a safe and supportive learning environment for all students, students and staff.

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

Strategy 1 Details	Reviews			
Strategy 1: Comply with district expectations for staff and student safety protocols. August 2025 September 2025 October 2025 November 2025 December 2025 January 2026 February 2026 March 2026 April 2026 May 2026 Strategy's Expected Result/Impact: Efficient and safe dismissal procedures and protocols Building Security ad Safety Staff Responsible for Monitoring: Principal, Assistant Principal and Campus Staff Funding Sources: Safe Dismissal Application - 199-State Comp. Ed. - \$2,000, Staff and Student Safety Materials - 199-State Comp. Ed. - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement PBIS while utilizing CHAMPS and Ron Clark House System that will promote restorative practices, student rewards, academic achievement, build strong community within the school, and improve school culture. August 2025 September 2025 November 2025 January 2026 February 2026 May 2026 Strategy's Expected Result/Impact: Decrease student discipline, increase student academic achievement and increase parent involvement Staff Responsible for Monitoring: Assistant Principal, School Support Administrator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Gator Store Rewards, Resources and Materials - 211-Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide students with "New Horizons Experience" transitional day visits for 1st and 5th grade parents and students. August 2025 April 2026 Strategy's Expected Result/Impact: Build strong social and emotional well-being of students that will help students transition to new campuses. Staff Responsible for Monitoring: Principal , Counselor , 1st and 5th Grade Teachers Funding Sources: - 211-Title I - \$500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: We will maintain a 96% or higher attendance rate for the school year which will increase student academic achievement. August 2025 December 2025 February 2026 April 2026 Strategy's Expected Result/Impact: Reduce the number of student tardies by 10%. Increase student learning time , motivation within the school setting and academic achievement Staff Responsible for Monitoring: Asisitant Principal, School Support Administrator, and Attendance Clerk ESF Levers: Lever 3: Positive School Culture Funding Sources: Student Recognition and Celebration - 199-State Comp. Ed. - \$1,000, Parent/Student Resources - 211-Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide Classroom Management, Social Emotional Learning and CPS professional development to staff members to help them recognize if/when a students positive learning environment is compromised. September 2025 October 2025 December 2025 February 2026 Strategy's Expected Result/Impact: Increase in teachers earning proficient in Domain 3 - Classroom Management. Decrease in discipline referrals Increase in student academic success Staff Responsible for Monitoring: Principal, Assistant Principal, School Support Administrator, and Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Implement strategies for assisting preschool children in the transition from early childhood education programs to Garrett Elementary (local elementary school programs). Strategy's Expected Result/Impact: Students and parents will become familiarized with Garrett procedures, building layout, curriculum and extra curricular activities. Staff Responsible for Monitoring: Counselor, Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Implement strategies for assisting 5th graders to transitioning to 6th grade from the local elementary school programs to middle school. Strategy's Expected Result/Impact: Students and parents will become familiarized with middle school expectations, the campus layout, curriculum (course selections) and extra curricular activities. Staff Responsible for Monitoring: Counselor, Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By May 2026 Garrett Elementary will have 90% of the campus budget spent.

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

Strategy 1 Details	Reviews			
Strategy 1: The campus secretary will meet monthly to discuss the budget guideline, make decisions and ensure PO's are closed monthly and all accounts are up to date. Strategy's Expected Result/Impact: Percentage of Federal and State Funds are depleted in timely fashion. Staff Responsible for Monitoring: Principal and Campus Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze current use of resources to determine the impact on school improvement through program evaluation. Strategy's Expected Result/Impact: Increase in academic achievement as a result of resources. Staff Responsible for Monitoring: Principal, Assistant Principal and Campus Secretary TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Destiny Carmona	Title 1 Paraprofessional	Title 1	1
Kelli Putman	Reading Interventionist	Title 1	1

2025-2026 Site Based Decision Making Team

Committee Role	Name	Position
Team Member	Voncile Graham	Team Lead - 5th Grade
Team Member	Rondricka Clifton	Team Lead - 4th Grade
Team Member	Adriana Sanchez	Team Lead - 3rd Grade
Team Member	Maria Lopez	Team Lead - 2nd Grade
Team Member	Sherri Howard	Team Lead - 1st Grade
School Support Administrator	Lori Garcia	Administrator
Assistant Principal	Jeffrey Gaspard	Administrator
Principal	Jasmine Bell	Administrator

Campus Funding Summary

199-State Comp. Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials to support learning		\$5,000.00
1	1	3	AVID Professional Development		\$5,000.00
1	2	1			\$5,000.00
4	1	1	Safe Dismissal Application		\$2,000.00
4	1	1	Staff and Student Safety Materials		\$2,000.00
4	1	4	Student Recognition and Celebration		\$1,000.00
Sub-Total					\$20,000.00
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials to support learning		\$5,000.00
1	1	2	Resources and materials		\$2,000.00
1	1	3	AVID Implementation Resources (planners)		\$5,000.00
1	2	1			\$5,000.00
1	2	3	Digital Resources, Books, Instruments, Production/Performance Resources		\$2,000.00
1	3	1			\$5,000.00
1	3	2			\$5,000.00
3	1	3			\$4,000.00
4	1	2	Gator Store Rewards, Resources and Materials		\$5,000.00
4	1	3			\$500.00
4	1	4	Parent/Student Resources		\$1,000.00
Sub-Total					\$39,500.00
269 21st Century After-School Program (Cycle 11)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional materials and supplies		\$5,000.00
2	2	2	Trainings and Workshops		\$5,000.00
3	1	4	Contract with vendors and instructional materials to support presentations/ refreshments		\$1,000.00

269 21st Century After-School Program (Cycle 11)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Vendors to provide enrichment activities to encourage student participation		\$3.00
Sub-Total					\$11,003.00