

GARRETT PRIMARY

Campus Improvement Plan

2023/2024



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Date Reviewed:

DMAC Solutions ®

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Vision

Lufkin...your best choice for education!

Mission

To educate and equip all students for success through exceptional learning experiences

Beliefs

We believe Lufkin ISD staff is our greatest asset.

We believe all students can learn.

We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.

We believe Lufkin ISD must continually progress in everything we do.

We believe Lufkin ISD is the district of choice.

We believe our community's involvement and diversity are essential for maximizing student learning.

Lufkin ISD

Goals & Objectives

Goal 1: Demonstrate sustained growth in student academic achievement

- Objective 1: Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2: Improve, sustain, and support student attendance and decrease truancy
- Objective 3: Improve, sustain, and support the graduation rate and prepare college/career-ready students

Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment

- Objective 1: Provide a safe and secure environment for students and staff
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

- Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

GARRETT PRIMARY Site Base

Name	Position
Oden, Angela	Teacher
Fluth, Martye	Teacher
Johnson, Dewayna	Teacher
Davis, Shellie	Teacher
Heaton, Christine	Instructional Coach
Mosley, Darlene	Assistant Principal
Henry, Alice	Parent
Garcia, Sara	Parent
Ford, Kivana	Community Rep
Nickolas, Amy	Community Rep

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Bilingual paraprofessionals in all One Way Dual classes to assist students in their native language
- Bilingual receptionist to successfully meet the needs of all students and parents
- Provide appropriate instruction, interventions, and enrichment activities to ensure students meet the high expectations set forth
- Diverse staff to meet then needs of all students (AA, Anglo, Hispanic)
- Instructional paraprofessional for all classes to provide instructional assistance (ration 11 to1)
- Diverse student body (AA, Anglo, Hispanic) we serve all qualifying 3 and 4 year olds in the Lufkin community

Demographics Weaknesses

Not all Pk3 or Pk4 Bilingual teachers are bilingual certified.

Demographics Needs

- All highly qualified bilingual teachers to be bilingual certified
- All certified teachers to be ESL certified.

Demographics Summary

We will continue to support teachers seeking ESL certification by sharing resources from the district and regional level and sending them to trainings. Enrollment indicates a diverse population of students.

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

- Teachers have a common planning time once a week with the Instructional Coach (and principal)
- Mentors are assigned to all new teachers as a support with planning, instruction, management, assessments, policies and procedures
- On-going hearing and vision screenings and speech evaluations (as needed)
- Nurse has access to and provides community resources to meet the needs of students and parents
- Access to district social worker and behavior specialist who advocates for students
- Partnership with community services - Food Bank, Backpack Buddies, and Second Steps to serve as a health resource for parents
- Serve students via various academic programs: academic, One Way Dual, and ESL
- Foster Grandparent (program) who works with individual students to support their academic and social emotional needs
- Programs that foster social emotional learning for student growth: Second Step, Elements of Conscious Discipline
- Peer observations for teacher self-assessment and growth
- Data meetings: teachers with instructional coach and principal; teachers with parents during conferences
- Daily academic support during small group lessons (ZPD) for all students and one-to-one for RTI-A students
- CLI Engage assessment data used to guide instruction for student needs

Student Achievement Needs

- Phonological Awareness data indicates a need to stream line instruction with more intentionality
- Implementation of structured ESL lessons into daily schedules
- Provide opportunity for teachers to collaborate with instructional paraprofessionals and other colleagues to enhance the campus community
- All academic teachers to be ESL certified
- Increase student attendance
- Provide community resources for PFE to support poverty, health and wellness, safety, SEL, and language literacy
- Enrichment activities to support students that are above grade level
- Conduct ZPD lessons with fidelity

Student Achievement Summary

The committee recommends that we continue to offer incentives for perfect attendance for each 9 weeks and offer recognition for both students and staff. The instructional staff will work together to ensure adequate interventions are in place for students' growth and success based on observation. Planning in all academic areas and resources needed will be based on student needs. Opportunities will be given for teachers to attend professional development geared toward campus goals. Resources will be allocated to increase student achievement.

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Strengths

- Campus communication through staff meetings, CClass Dojo and weekly newsletter
- Campus wide PBIS framework including SEL (The Cowboy Way)
- SEL integrated into daily instruction (Frog Street, Second Steps)
- Emergency Operations Plan (EOP) with monthly fire drills and multiple safety drills executed regularly
- Three to four parent mandatory conferences a year to address academic and behavior concerns and celebrations

School Culture and Climate Needs

- Review the purpose of drills etc...
- Student and staff campus recognitions
- Increase positive parent contact and engagement for decision making
- Continually support staff with classroom management ideas
- Align campus focus/goal with district/campus mission and vision
- Minimize the number of office referrals for "minor" infractions
- Provide staff with support for managing student behaviors

School Culture and Climate Summary

Garrett Primary will continue to solicit both parent and community volunteers for various campus activities. Various activities will be incorporated to strengthen staff morale. Tangible and verbal affirmations will be given to show appreciation for the work the staff does. Trainings will be provided throughout the year by campus and district administration to support academic and discipline needs as well as reinforce and strengthen our school safety practices and procedures for emergencies. Trainings will be conducted to assist teachers with behavior and classroom management.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Professional development opportunities are provided for teachers throughout the school year for instruction, management, and parental engagement.
- Mentors, for new teachers, conduct peer observations and meet monthly with the instructional coach
- Weekly, collaborative grade level meetings take place with the instructional coach
- Approximately 90% of staff are certified in the subject areas taught

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

- Provide coaching and professional development based on T-TESS walk-through and observation data
- Diverse interview committee to represent the staff and student body

Staff Quality, Recruitment and Retention Needs

- Monthly paraprofessional meetings with the counselor and or instructional coach
- Encourage and support certified academic teachers to become ESL certified with the assistance of the district Bilingual Director's resource support
- Provide training for all paraprofessionals in support of instructional and behavior management
- Ensure and support Pre-kindergarten bilingual teachers to become Bilingual certified
- Intentionally connect and support teachers social emotional health
- More intentional PLCs for staff growth and student success

Staff Quality, Recruitment and Retention Summary

The committee suggests maintaining a diverse interview committee for recruiting and hiring. Provide ongoing training to all staff in the areas of instructional, SEL, and behavior management. Bilingual teachers will have a separate shared planning time to allow opportunity for the district bilingual specialist to meet with them when needed. Monthly PLCs will be conducted to assist with providing ongoing support for teacher effectiveness and growth. Paraprofessionals will receive professional development to keep them abreast of campus information and of changes in instruction and will benefit from an opportunity to plan with teachers.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Updated PreK 3 Frog Street Curriculum and added Heggerty for Pre-kindergarten 3 (for phonological awareness)
- Weekly common planning time for teachers to plan lessons based on researched based strategies, Texas Pk Guidelines and the TEKS
- CLI - Engage assessment administered three times a year (used to monitor student academic needs and to plan professional development, training, and instructional planning)
- Supplemental resources (Esperanza, Heggerty, Developing Talkers) are available for teachers to use to enhance lessons
- Continually update classroom furniture, technology, props for centers and other support materials
- Each classroom has a SmartPanel, iPads, access to coding robot

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

- RtI-A plans are created by teachers for students who are not making gains academically or socially
- Monthly mentor meetings held for new teacher staff support

Curriculum, Instruction and Assessment Needs

- Monthly training for paraprofessionals focused on instructional support in the classroom
- Provide time for teachers and paraprofessionals to plan lessons and classroom activities together
- Planning meetings to be tailored toward the new guidelines
- All academic teachers to be ESL certified

Curriculum, Instruction and Assessment Summary

Teachers will implement the updates for the PreK guidelines/district curriculum. Furniture and classroom supplies will be updated as needed. The instructional coach will meet with and observe new teachers monthly and as needed respectively. Instruction will be driven by research based strategies and assessment data. Paraprofessionals will be supported to maintain effectiveness in the classroom.

Family and Community Involvement

Family and Community Involvement Strengths

- The campus participates in the Backpack Buddies and Second Sacks programs sending snacks for the weekend for students in need
- Partner with the Parks and Recreation who provides gifts for families in need of assistance in December
- Campus/District information shared on social media - webpage, Dojo,
- Host to the Foster Grandparent Program
- Three to four parent conferences during the school year to discuss student academics and behavior
- Committee and Parent Family Engagement activities on campus: learning journeys, lunch, STEM night, readers, 3 holiday celebrations (sign-in sheets)
- Parent and community CEIC committee members
- Local church volunteer/participation services in campus events

Family and Community Involvement Needs

Comprehensive Needs Assessment

- Provide monthly Parent Family Engagement (PFE) resources to strengthen homes, school to home relationships, and to encourage healthy family relationships
- Members of campus committees to reach out to area business/organizations to partner with the campus

Family and Community Involvement Summary

Garrett Primary has strong partnerships and support with and from local businesses and would like to continue these ongoing relationships. Families will continue to be invited to campus activities and events. The committee has discussed parent volunteers to assist with campus/classroom activities. We will strive to foster positive parent contacts purposefully to build positive parent relationships and partnerships.

School Context and Organization

School Context and Organization Strengths

- Representation of all stakeholders on the CEIC committee
- Teachers receive coaching from the campus and district instructional coaches, assistant principal, and principal
- The assistant principal trains the staff (teachers and paraprofessionals) over the Emergency Operation Plan (EOP)
- Safety saddle buckets and bags (equipped with flashlight, batteries, rosters, first aide kit, etc...) are in each classroom for site evacuations
- Staff receives annual training through compliance courses focused on cybersecurity, bullying, sexual harassment, trauma-informed practices, and conflict resolution, etc...
- Images of campus activities and celebrations are posted on campus/district webpages
- District funding allocated for campus needs: programs, equipment, furniture, managerial items, etc...
- We have two One-Way dual classes and two self contained Bilingual classes
- Staff input is solicited for decision making purposes
- Staff (100%) complete compliance courses via Frontline
- vigilant in checking to make sure doors are securely closed

School Context and Organization Weaknesses

- Placement of security camera do not offer full view of cafeteria
- There is no PA system on the playground nor in the outdoor learning area

School Context and Organization Needs

Comprehensive Needs Assessment

- PA system that reaches or is zoned for the playground and outdoor learning center
- Brand school in a more engaging and adventurous way to increase enrollment.
- Replace campus digital radio communication system
- Continue to be vigilant in checking to make sure doors are securely closed
- Allen Wrenches need to be replaced at doors leading to the outdoor learning center, the playground, and bus area.
- Administer the state mandated assessment (CLI Engage) with more fidelity
- Work with technology and finance about cameras

School Context and Organization Summary

The committee agrees positive promotion of things happening at Garrett Primary should continue through Dojo and campus/district media pages. There is a strong need to continually train staff/students on matters of campus safety. Funding provided will be used to maintain and update campus emergency kits, saddle bags and buckets, digital radios, etc... Campus public announcement (PA) system needs updating to be campus wide for safety and effective communication.

Technology

Technology Strengths

- Each classroom has a SmartPanel (including gym and music rooms), Hoovercam, and iPads
- Some access to the learning program Starfall
- STEM lab scheduled weekly for classes to use
- The campus has information monitors on the main hallway and in the cafeteria
- District technology staff provide all needed access and training for academic programs and compliance courses

Technology Needs

- Provide training to staff oh how to effectively use the many features in Frontline
- Purchase technology programs that will supplement instruction in the classroom and provide enrichment for advanced students (i.e. ABCya)

Technology Summary

Comprehensive Needs Assessment

Technology Summary (Continued)

Additional training will be provided by district staff on Frontline as well as all new computer programs purchased to supplement classroom instruction, provide remediation, and enrichment opportunities for students. Guidance will be solicited from district academic and technology specialists about programs that will be appropriate for PreK3 and PreK4 students.

GARRETT PRIMARY

Goal 1. (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

Objective 1. Improve, sustain, and support academic student performance at or beyond grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement ESL strategies into daily lessons (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,BI,ESL,PRES K) (Strategic Priorities: 2) (ESF: 1,1.2,4,4.1,5,5.1)	Instructional Coach, Paraprofessional(s), Teacher(s)	2023-2024 school year	(F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds	Criteria: Monitor planning meetings, lesson plans, and observing (T-TESS) lessons
2. Design ZPD lessons based on student needs (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,BI,ESL,PRES K) (Strategic Priorities: 2) (ESF: 1,1.2,4,4.1,5,5.1)	Instructional Coach, Teacher(s)	2023-2024 school year	(F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds	Criteria: Lesson planning, lesson plans, observations (T-TESS)
3. Schedule time for teachers and paraprofessionals to meet and collaborate with one another (Title I SW Elements: 1.1,3.2) (Target Group: All,BI,ESL,PRES K) (Strategic Priorities: 1) (ESF: 1,1.2,3,3.3,5,5.1)	Assistant Principal(s), Principal	2023-2024 school year	(O)N/A	Criteria: View schedules visit with teachers and paraprofessionals
4. Have 70% of academic teachers ESL certified by the end of the 2023-2024 school year (Title I SW Elements: 1.1,2.6) (Target Group: All,BI,ESL,PRES K) (Strategic Priorities: 2) (ESF: 3,3.3)	Teacher(s)	2023-2024 school year	(F)Title III Bilingual / ESL, (S)State Compensatory	Criteria: Check certifications for evidence of completion
5. Offer incentives for classrooms with the highest attendance rate per six weeks; include incentive(s) for parents for getting their PreK student to school (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All,BI,ESL,PRES K) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.4)	Assistant Principal(s), Principal, Teacher(s)	2023-2024 school year	(L)Local Funds	Criteria: Monitor campus and classroom attendance rates
6. Provide social/emotional support for students and staff (videos, training, personally) (Title I SW Elements: 1.1,2.6) (Target Group: All,BI,ESL,PRES K) (Strategic Priorities: 1) (ESF: 3,3.1,5,5.2)	Assistant Principal(s), Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Teacher(s)	2023-2024 school year	(O)N/A	Criteria: Monitor student and staff behaviors and needs

GARRETT PRIMARY

Goal 1. (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

Objective 2. Improve, sustain, and support student attendance and decrease truancy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student and staff campus recognitions. (Title I SW Elements: 1.1) (Target Group: All,PRE K) (ESF: 3)	Assistant Principal(s), Instructional Coach, Principal, School Nurse	Throughout the year	(O)N/A	Criteria: Announcement records
2. Increase positive parent contact and engagement for decision making (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All,PRE K) (ESF: 3,3.4)	Assistant Principal(s), Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: Meeting sign-in logs Flyers Meeting minutes
3. Provide monthly Parent Family Engagement (PFE) resources to strengthen homes, school to home relationships, and to encourage healthy family relationships (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All,PRE K) (ESF: 3,3.3,3.4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Throughout the year	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Flyers advertising events on campus physical resources
4. Brand school in a more engaging and adventurous way to increase involvement (Title I SW Elements: 2.1,2.2,2.3) (ESF: 1,1.2)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: Website advertisement Flyers that advertise events on camps

GARRETT PRIMARY

Goal 1. (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

Objective 3. Improve, sustain, and support the graduation rate and prepare college/career-ready students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide community resources for PFE to support poverty, health and wellness, safety, SEL, and language literacy (Title I SW Elements: 1.1) (Target Group: All,PRE K) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.3,3.4)	Assistant Principal(s), Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: physical resources flyers for campus events
2. Enrichment activities to support students that are above grade level (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.3)	Assistant Principal(s), Paraprofessional(s), Principal, Teacher(s)	yearly	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds, (S)State Compensatory	Criteria: Lesson plans
3. Provide monthly Parent Family Engagement (PFE) resources to strengthen homes, school to home relationships, and to encourage healthy family relationships (Title I SW Elements: 1.1,2.1,2.6,3.1,3.2) (Target Group: All,PRE K) (ESF: 1,1.2,3,3.1,3.3,3.4)	Assistant Principal(s), Instructional Coach, Principal, School Nurse, Teacher(s)	Throughout the year	(F)Title I	Criteria: physical resources sign-in sheets flyers of campus events

GARRETT PRIMARY

Goal 2. (Safe, Healthy, Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 1. Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of structured ESL lessons into daily schedules (Title I SW Elements: 1.1,2.2) (Target Group: All,PRE K) (Strategic Priorities: 2,4) (ESF: 3,3.3,4,4.1,5,5.1,5.3)	Paraprofessional(s), Teacher(s)	Daily	(O)N/A	Criteria: lesson plans observations
2. Provide community resources for PFE to support poverty, health and wellness, safety, SEL, and language literacy (Title I SW Elements: 1.1,2.1,2.3,3.1,3.2) (Target Group: All,PRE K) (ESF: 1,1.2,3,3.3,3.4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: sign-in sheets from monthly activities flyers advertising campus events physical resources
3. Provide staff with support for managing student behavior (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,PRE K) (ESF: 3,3.2,3.3)	Assistant Principal(s), Instructional Coach, Principal	Throughout the year	(F)Title I, (F)Title III Bilingual / ESL, (S)State Compensatory	
4. Monthly paraprofessional meetings with the Instructional Coach and admin (Title I SW Elements: 1.1,3.2) (Target Group: All,PRE K) (ESF: 3)	Assistant Principal(s), Instructional Coach, Principal	monthly	(O)N/A	Criteria: sign-in sheets
5. Provide training for all paraprofessionals in support of instructional and behavior management (Title I SW Elements: 1.1,2.6) (Target Group: All,PRE K) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Instructional Coach, Principal	Throughout the year	(O)N/A	Criteria: agendas sign-in sheets
6. Intentionally connect and support teachers social emotional health (Title I SW Elements: 1.1) (Target Group: All,PRE K) (ESF: 1,1.2,3,3.2,3.3,5,5.2)	Assistant Principal(s), Instructional Coach, Principal	Throughout the year	(O)N/A	Criteria: sign-in sheets scheduled (district) presenters
7. Update and provide safety measures structurally and for communication - PA system that reaches playground and outdoor learning and checking doors routinely (Title I SW Elements: 1.1) (Target Group: All,PRE K) (ESF: 3,3.3)	Assistant Principal(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, SRO Officer, Teacher(s)	Throughout the Year	(L)Local Funds	Criteria: visual observation Purchase orders 08/17/23 - Significant Progress
8. Purchase technology programs that will supplement instruction in the classroom and provide enrichment for advanced students (i.e.	Instructional Coach, Principal	Within the school year	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: visual observation purchase orders

GARRETT PRIMARY

Goal 2. (Safe, Healthy, Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 1. Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
ABCya) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K) (ESF: 4,4.1,5,5.1,5.4)				

GARRETT PRIMARY

Goal 2. (Safe, Healthy, Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 2. Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continually support staff with classroom management ideas for managing student behaviors (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,PRES K) (ESF: 3,4,5)	Assistant Principal(s), District Behavior Specialist, Instructional Coach, Principal	Throughout the year	(O)N/A	Criteria: walk-through feedback observations
2. Minimize the number of office referrals for "minor" infractions (Title I SW Elements: 2.2) (Target Group: All,PRES K) (ESF: 3,3.3,3.4,5,5.1,5.2)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: discipline referral process/forms discipline log
3. Monthly training for paraprofessionals focused on instructional support in the classroom (Title I SW Elements: 1.1) (Target Group: All,PRES K) (Strategic Priorities: 4) (ESF: 3,3.3,4,5,5.1)	Assistant Principal(s), District Behavior Specialist, Instructional Coach, Principal	Monthly	(O)N/A	Criteria: sign-in sheets agendas
4. Provide time for teachers and paraprofessionals to plan lessons and classroom activities together (Title I SW Elements: 1.1) (Target Group: All,PRES K) (ESF: 3,3.3,5,5.1)	Assistant Principal(s), Instructional Coach, Principal	Weekly	(O)N/A	Criteria: library schedule
5. Planning meetings to be tailored toward the new guidelines (Title I SW Elements: 1.1,2.5) (Target Group: All,PRES K) (ESF: 5,5.1,5.3)	Instructional Coach, Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: Agendas

GARRETT PRIMARY

Goal 2. (Safe, Healthy, Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 3. Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide community resources for PFE to support poverty, health and wellness, safety, SEL, and language literacy (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1,3.2) (Target Group: All,PRE K) (ESF: 3,3.1,3.3,3.4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Monthly	(O)N/A	Criteria: physical resources flyers advertising campus events

GARRETT PRIMARY

Goal 3. (Positive Environment ... Encourage Growth, Teamwork, and High Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 1. Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage all certified teachers to be ESL certified (Title I SW Elements: 1.1,2.6) (Target Group: All,BI,ESL,PRE K) (Strategic Priorities: 2) (ESF: 2,2.1,3,3.3,5,5.1)	Principal, Teacher(s)	2023-2024 school year	(O)N/A	Criteria: SBEC certification(s)
2. Implementation of structured ESL lessons into daily schedules (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,PRE K) (Strategic Priorities: 4) (ESF: 5,5.1)	Instructional Coach, Teacher(s)	Daily	(O)N/A	Criteria: lesson plans walk-throughs
3. Phonological Awareness data indicates a need to stream line instruction with more intentionality (Title I SW Elements: 1.1) (Target Group: All,PRE K) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.2)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Daily	(O)N/A	Criteria: lesson plans walk-throughs (small group and whole group lessons) planning meetings
4. Increase student attendance (Title I SW Elements: 1.1) (Target Group: All,PRE K) (Strategic Priorities: 2,4) (ESF: 3,3.3,3.4,5,5.2)	Assistant Principal(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s)	Throughout the year	(L)Local Funds	Criteria: Skyward
5. Student and staff campus recognitions (Title I SW Elements: 1.1) (Target Group: All,PRE K) (ESF: 3,3.3)	Assistant Principal(s), Instructional Coach, Principal	Throughout the year	(O)N/A	Criteria: announcement notes
6. Minimize the number of office referrals for "minor" infractions (Title I SW Elements: 1.1) (Target Group: All,PRE K) (ESF: 3,3.3,3.4)	Assistant Principal(s), District Behavior Specialist, Instructional Coach, Principal	Throughout the year	(O)N/A	Criteria: discipline log office referrals (on file)
7. Provide training for all paraprofessionals in support of instructional and behavior management (Title I SW Elements: 1.1) (Target Group: All,PRE K) (ESF: 3,3.2,3.3,5,5.1,5.2)	Assistant Principal(s), Instructional Coach, Principal	Throughout the year	(O)N/A	Criteria: agendas sign-in sheets
8. Provide monthly Parent Family Engagement (PFE) resources to strengthen homes, school to home relationships, and to encourage healthy family relationships (Title I SW Elements: 1.1,3.1) (Target Group: All,PRE K)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Monthly	(F)Title I, (L)Local Funds	Criteria: physical resources flyers advertising campus events sign-in sheets

GARRETT PRIMARY

Goal 3. (Positive Environment ... Encourage Growth, Teamwork, and High Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 1. Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 3,3.1,3.4)				

GARRETT PRIMARY

Goal 3. (Positive Environment ... Encourage Growth, Teamwork, and High Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 2. Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase positive parent contact and engagement for decision making (Title I SW Elements: 1.1,3.1) (Target Group: All,PRE K) (ESF: 3,3.4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: teacher phone logs sign-in sheets
2. Provide monthly Parent Family Engagement (PFE) resources to strengthen homes, school to home relationships, and to encourage healthy family relationships (Title I SW Elements: 1.1,3.1) (Target Group: All,PRE K) (ESF: 3,3.4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Throughout the year	(F)Title I, (L)Local Funds	Criteria: Sign-in sheets Resources shared with parents Event evidence
3. Members of campus committees to reach out to area businesses/organizations to partner with the campus (Title I SW Elements: 1.1,2.1) (Target Group: All,PRE K) (ESF: 3,3.4)	Assistant Principal(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: Phone logs Campus Events Sign-in logs

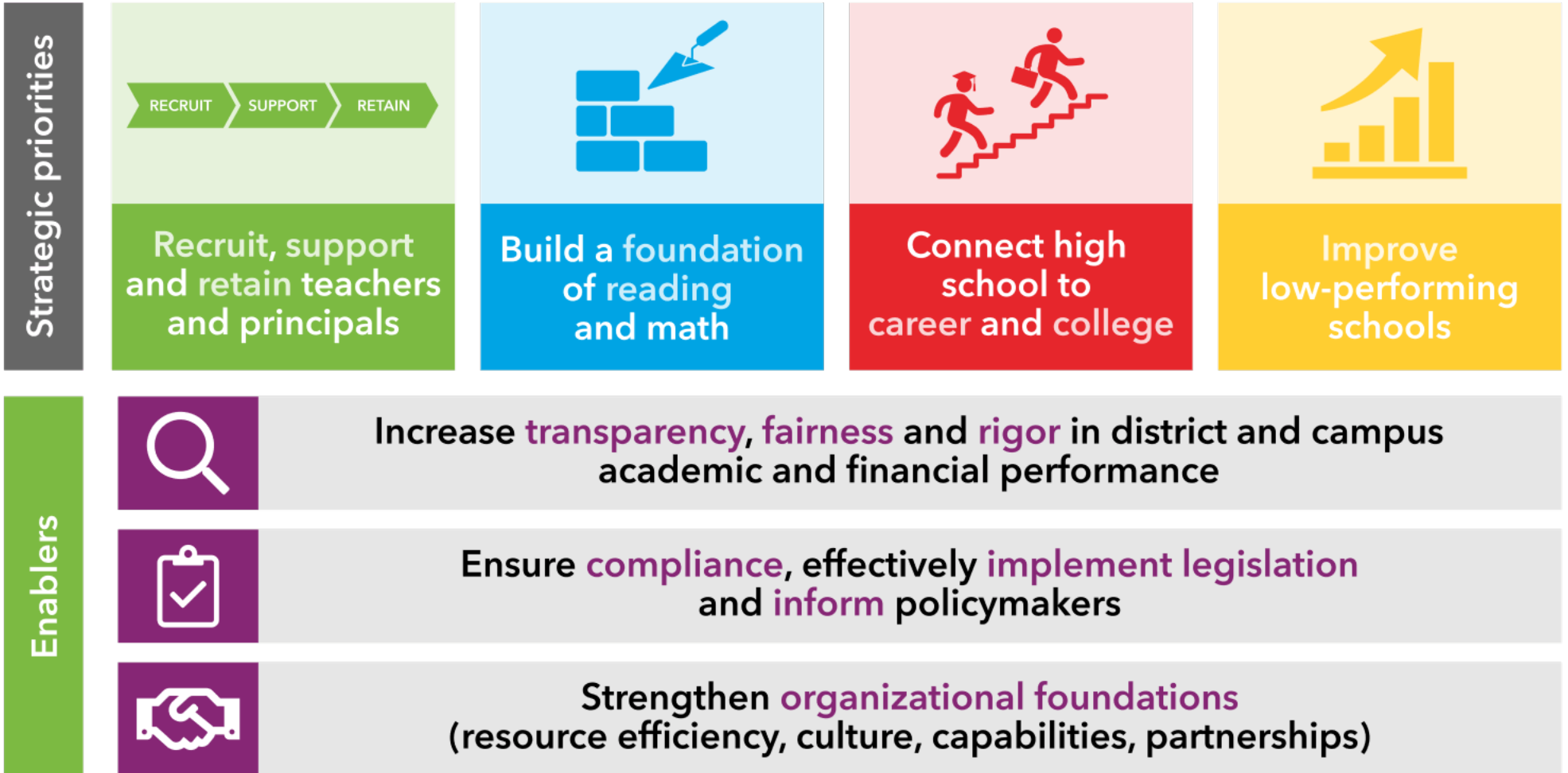
GARRETT PRIMARY

Goal 3. (Positive Environment ... Encourage Growth, Teamwork, and High Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 3. Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Phonological Awareness data indicates a need to stream line instruction with more intentionality (Title I SW Elements: 1.1) (Target Group: All,PRE K) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.3,5.4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: Data results/student performance lesson plans
2. Implementation of structured ESL lessons into daily schedules (Title I SW Elements: 1.1,2.5) (Target Group: All,PRE K) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1,5.4)	Instructional Coach, Teacher(s)	Daily throughout the year	(O)N/A	Criteria: Lesson plans data student and teacher observations
3. Provide opportunity for teachers to collaborate with the instructional paraprofessionals and other colleagues to enhance the campus community (Title I SW Elements: 1.1,2.6) (Target Group: All,PRE K) (ESF: 1,1.2,3,3.1,3.3,5,5.1)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: Schedules (classroom and library) 08/17/23 - Some Progress
4. Align campus focus/goal with district/campus mission and vision (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,PRE K) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.1,5,5.3)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: lesson plans T-TESS observations Campus goal content
5. Members of campus committees to reach out to area businesses/organizations to partner with the campus (Title I SW Elements: 1.1,2.1) (Target Group: All,PRE K) (ESF: 3,3.1,3.3,3.4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: phone logs campus events

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..." Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.