

Sharyland Independent School District
Olivero Garza Sr. Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Our mission at Olivero Garza Sr. Elementary is to provide a growth mindset with all students and staff. It is our goal to encourage, inform, and implement the philosophy that developing our skills both academically and socially will influence our choices and prepare us for college and career readiness. Providing our students with the tools necessary for success will be our focus. They will be able to think logically, independently, creatively and effectively communicate.

Vision

Our vision is to create a challenging learning environment that encourages high expectations for success through the development of appropriate differentiated instruction that allows for individual differences and learning styles. All learners are encouraged to be self-sufficient, responsible, cooperative and caring members of our community.

Nondiscrimination Notice

Olivero Garza Sr. Elementary School 2020-2021 does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

O. Garza elementary is composed of 475 or 82% total students who are classified as economically disadvantaged. We are a community with a high economically disadvantage students and high mobility rate. Our parental involvement is adequate but a process to increase their presence is being established.

Demographics Strengths

Students are provided extended instructional time and attend with consistency. Parental support for additional assistance with academics is high which is evident with the number of students who attend Saturday and afterschool intervention.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 1. High learning gap. 2. Attendance and chronic absences **Root Cause:** 1. 2020-2021 school year, O. Garza had a low number of students who attended face to face. 2. O. Garza had students and families that were asked to remain home if one of them was COVID positive. The "fear" of face to face instruction was still present with families.

Student Learning

Student Learning Summary

Students are demonstrating tremendous Growth in their academics. They are also reaching out to our counselors for their social emotional needs. Our campus is following Capturing Kids Heart and implementing their strategies. PK-2nd are following Heggerty to ensure the phonological awareness and phonics skills are mastered according to the TEKS and scaffolding.

Student Learning Strengths

Teachers are providing quality instruction and delivery based on individual needs. They are using past measurements and data to formulate plans that are appropriate. Reading Strategist is working closely to monitor potential dyslexia students who show tendencies for early intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Upper grade teachers were having to work 2 or 3 grade levels below and had non-readers in their classrooms. **Root Cause:** Students were not mastering phonological awareness in PK-1st or Phonics in 2nd.

School Processes & Programs

School Processes & Programs Summary

SPED, RTI, Dyslexia, 504, Counseling, Physical Education. All programs were all available for students and were monitored daily. Use of Reading and Math district coaches were available. to the campuses based on their needs.

School Processes & Programs Strengths

- Growth based on tests and multiple data sources allowed for instructional plans to be implemented. Teachers worked in small groups within the school day to focus and target students strength and area of need.
- Identified individuals performing in Meets and Masters as well as High Did Not Meets. Goal was to ensure student regression did not occur. This was for all grade levels.
- Student tracking sheet was used for all grade levels
- Parental meetings and information was provided so they knew the level of performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 1. SPED/RTI students did not join small group instruction 2. Counseling program impacted by pandemic **Root Cause:** 1. Students were not being monitored at home, so they wouldn't log in with classroom, SPED, teacher for interventions on a daily basis. 2. Social-emotional well being of students was impacted by inappropriate social media.

Problem Statement 2: 3. Physical wellbeing of students impacted. **Root Cause:** 3. Students at home, 75% of our population, lacked the physical activities they would have in regular school setting.

Perceptions

Perceptions Summary

There is an effort to build community involvement through the methods we use to reach out to parents. Transparency with our decisions is at the forefront. Continuous outreach to have parents come in to our campus and assist with events is vital and a practice we are implementing Post COVID>

Face to face invitations for parents and the community are increasing.

The philosophy that all students can succeed is shared with all stakeholders.

Teachers provide parent informational meetings so they are working in partnership and building a home/school connection is important.

Perceptions Strengths

- Decisions made will be based on student performance and outcomes. Teachers have system that allows for individual information to be readily available to them to ensure success at the end of the year.
- Teachers are provided opportunities to share and exchange ideas.
- District coaches are available to model and review individual data points for their success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students who perform below grade level or are not consistent with their outcomes, may indicate issues or concerns that are outside of the scope of school

Root Cause: Post Covid, family issues are becoming evident and the need to identify and address in a timely manner is crucial.

Priority Problem Statements

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- 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
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

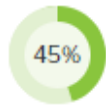

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



Goals







Goal 1: Parents will be full partners in the education of their children.

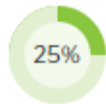







Performance Objective 1: By May 2023, 95% of parents will be informed and included in the decision process to improve the quality of teaching and learning.

Evaluation Data Sources: parent logs, sign in sheets, volunteer logs, total sales reports, raptor report, agendas, minutes, and Skylert reports will be reviewed at the end of each month.

Strategy 1 Details	Formative Reviews		
Strategy 1: SPTSO meetings held every semester to provide parents information about technology, academics, health, policies, and procedures. Strategy's Expected Result/Impact: Skylert Report, Sign In Sheet, Minutes, Remind 101 Staff Responsible for Monitoring: Federal counselor, Asst. Principal, Principal Title I: 4.2 Funding Sources: - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Special days such as September 11th, 16 de septiembre, Curriculum Night, Grandparents Day, and Veteran's Day will provide an opportunity for parents to become comfortable and get to know teachers and staff to enhance communication. In addition, each parent volunteer will be recognized for their contributions. Strategy's Expected Result/Impact: Sign in sheets will be available to measure attendance at our SPTSO meetings and special event days. Staff Responsible for Monitoring: Administration, SPTSO, Teachers Funding Sources: Food Items, Notices, Calendar of Events - 199 - General Funds	Formative		
	Nov	Feb	Apr
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide an ongoing, parent led, training program emphasizing the importance of parental involvement. Strategy's Expected Result/Impact: Minutes, Sign In Sheets, Agenda, Remind 101 Staff Responsible for Monitoring: Administration, Counselor, Teachers, Parents Funding Sources: Newsletter, Notice, Monthly Calendar of Events, Campus Web Pages - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide Volunteer Training to help parents understand the importance of partnership with schools. Strategy's Expected Result/Impact: Agenda, Sign in Sheets, Remind 101 Staff Responsible for Monitoring: Federal Program Director, Campus Principals, Federal Counselor	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Increase parental awareness in CTE, special education, ELL Programs, At Risk, gifted/talented education, Pre-AP/AP Curriculum, SAT, ACT, concurrent enrollment, UIL, WAC. Strategy's Expected Result/Impact: Sign-in sheets, minutes of meetings Staff Responsible for Monitoring: Counselor, Asst. Principal, Lead Teacher, ELLIT Teacher	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Increase number of teacher created web pages as a communication tool. Strategy's Expected Result/Impact: Webpages, Webpage viewed usage report Staff Responsible for Monitoring: Director of Technology, Technology Representatives Principals, Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Continue Skylert as a communication tool with parents. Strategy's Expected Result/Impact: Documented Utilization log Staff Responsible for Monitoring: Federal Programs Department, Campus Principals, Counselors, ELL Staff	Formative		
	Nov	Feb	Apr
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide parent-school communication in English, and Spanish and other languages as needed. Strategy's Expected Result/Impact: Documentation Communication and published documentation Staff Responsible for Monitoring: Asst. Superintendent, Human Resources, Federal Programs Director, Principals Funding Sources: Translation Services Equipment for parent meeting, Translation - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide parent orientation sessions such as Open House, Meet the Teacher Night, Curriculum Night, Academic Nights etc. Strategy's Expected Result/Impact: Sign in Sheet, Agendas Staff Responsible for Monitoring: Principals, Teachers, Librarians, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide campus-based Title I informational meeting. Strategy's Expected Result/Impact: Attendance Roster, Feedback form Staff Responsible for Monitoring: Federal Program Director, Campus Principals	Formative		
	Nov	Feb	Apr
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Increase parental awareness in all instructional, extracurricular, and special programs. There will be periodic after school hours sessions to inform parents of the system to track their child's academic growth from PK-6. Strategy's Expected Result/Impact: Sign In Sheet, Meeting Minutes Staff Responsible for Monitoring: Counselors, Program Directors, Principals, Special Ed Director, CTE Director, Curriculum Administrator, Bilingual/ESL Coordinator Title I: 4.2 Funding Sources: Course Descriptions, Curriculum Bulletin, Campus Newsletter, Calendar of Events, UIL Schedule - 199 - General Funds, Course Descriptions, Curriculum Bulletin, Campus Newsletter, Calendar of Events, UIL Schedule - 244 - Perkins Career & Technical, - 211 - Title I, Part A	Formative		
	Nov	Feb	Apr
			





Strategy 12 Details	Formative Reviews		
Strategy 12: Increase Family Access awareness to monitor student progress i.e. list campus contacts on Family Access home page. Principal and teachers will utilize Remind 101 to inform parents of the campus events and information. Strategy's Expected Result/Impact: Usage Report of Parent Log In Staff Responsible for Monitoring: Technology Director, Principals	Formative		
	Nov	Feb	Apr
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Parent Engagement Policy will be updated yearly and distributed to all parents through the campus website and printed copies will be made available Strategy's Expected Result/Impact: Parent knowledge, engagement and participation Staff Responsible for Monitoring: Counselor, Principal Title I: 4.1	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 1: Parents will be full partners in the education of their children.

Performance Objective 2: Parental engagement will increase by 25% by the end of May 2023

High Priority

Evaluation Data Sources: Volunteer applications submitted report, sign in report, volunteer logs.



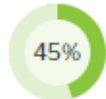
Strategy 1 Details	Formative Reviews		
Strategy 1: Parent volunteers are recruited to help teachers and staff during the school day. Strategy's Expected Result/Impact: Monitor number of participants using volunteer applications completed and sign in daily. Staff Responsible for Monitoring: Administration, office staff, Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Involve parents in school activities ex. Family Literacy Night, Grandparents' Day, Red Ribbon Week. Strategy's Expected Result/Impact: Sign-in sheets, Calendar of events, Participation Log Staff Responsible for Monitoring: Federal Programs Director, Assistant Principals, Campus Principal, designated Campus Staff Funding Sources: - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase parental awareness in instructional, extracurricular, and special programs. Strategy's Expected Result/Impact: Attendance Rosters, Agenda, Handouts, flyers Staff Responsible for Monitoring: Federal Program Director, Principal, Bilingual/ESL Coordinator, Community Liaison Funding Sources: Flyers Region One Fund - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Include a parent or community business representative from our school to be part of the SBDM committee. Strategy's Expected Result/Impact: Sign In Sheet, Meeting Minutes Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Nov	Feb	Apr
			







Strategy 5 Details	Formative Reviews		
Strategy 5: Include a parent representative from our school in the District Education Improvement Committee (DEIC). Strategy's Expected Result/Impact: Attendance Roster Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Maintain web pages as a communication tool. Strategy's Expected Result/Impact: Parents will have access to the most updated school/district information on the web. Staff Responsible for Monitoring: Principal, Librarian, Parent Liason	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide campus-based Title 1 informational meeting by the end of October Strategy's Expected Result/Impact: Increased parent understanding of the Title 1 program Staff Responsible for Monitoring: Principal, Parent Liaison, Counselor, AP	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Increase attendance rate of 92% to 96% by May 2023

Evaluation Data Sources: Campus attendance reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue incentive programs at campus level to promote student attendance. Form committee to formulate "campus attendance plan." Strategy's Expected Result/Impact: Attendance Rates Report Staff Responsible for Monitoring: Principals, Teachers, Support Staff Funding Sources: Campus Based Funding, Items provided to students to recognize their efforts. - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Educate parents and students on the importance of student attendance. Teachers are asked to make personal phone calls to parents when a student is absent in addition to having the computer call. Strategy's Expected Result/Impact: PEIMS / Principal /PEIMS clerk. The increase in maintaining 98% attendance with the district generated daily report disseminated. Staff Responsible for Monitoring: Principal, Teachers, PEIMS Clerk Funding Sources: - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote importance of staff attendance and recognize staff with perfect attendance goal of 98%. Strategy's Expected Result/Impact: Newsletter, Attendance Rate Staff Responsible for Monitoring: Principal, Asst. Principal, PEIMS Funding Sources: Campus Weekly Website Skylert - 163 - Principal Funds, Campus Weekly Website Skylert - 199 - General Funds	Formative		
	Nov	Feb	Apr
			




Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize truancy officers and campus staff to improve attendance. Implement a plan for students who are chronic by following the new truancy chart. Strategy's Expected Result/Impact: Attendance rates, truancy rates. Improve attendance by 5%. Staff Responsible for Monitoring: Truancy Officer, Principal Funding Sources: - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Monitor attendance daily to comply with truancy guidelines. Strategy's Expected Result/Impact: Attendance rates, truancy rates Staff Responsible for Monitoring: PIEMS clerk, Principals, Truancy Officer, Teachers, Administrators Funding Sources: Truancy Officer Skylert - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
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Goal 2: Students will be encouraged and challenged to meet their full educational potential.






Performance Objective 2: Provide support and challenging opportunities to 100% of our students in special programs throughout the school year or May 2023

High Priority

Evaluation Data Sources: STAAR assessment data, TELPAS, DPA/Benchmark assessment, TAPR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Define campus - wide RTI procedures to ensure students are identified and provided additional support that meets their need. Strategy's Expected Result/Impact: RTI Packets Submission Staff Responsible for Monitoring: Counselor, Principal, Asst. Principal Funding Sources: Computer Lab Morning Tutorial, Extended Day Tutorials - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct campus extra-curricular activities promotion and recruitment efforts to increase participation by 5%. Strategy's Expected Result/Impact: Program Flyers, Sign In Sheets, Student Participation Rates. Staff Responsible for Monitoring: Club Sponsors Funding Sources: - 163 - Principal Funds	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize gifted and talented selection criteria to increase identification of gifted students by one percent. Strategy's Expected Result/Impact: Project Completion Staff Responsible for Monitoring: Curriculum Administrators, GT Coordinator, Parents, Principal	Formative		
	Nov	Feb	Apr
			




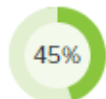
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue utilizing resources that target rigorous on grade level TEI Red instruction for all students among grade levels. Campus target will also include EBs to build a strong foundation. Use of programs that are targeted for students in need of foundational skills. Procure research based instructional activities aligned to the state TEKS, along with materials for teachers and interventionist to utilize with their students at risk of not meeting the challenging state academic standards. Strategy's Expected Result/Impact: Reduction in the number of students who do not meet state academic standards and must use our extended instructional day to gain promotion to the next grade level. Staff Responsible for Monitoring: Principals, Lead Teacher, Asst. Principal Additional Targeted Support Strategy Funding Sources: - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Conduct campus extracurricular activities recruitment efforts including, but not limited to, Meet Your Teacher night, orientations, general assemblies and announcements (Chess, UIL, Clubs). Strategy's Expected Result/Impact: Program flyers, sign in sheets, student participation Staff Responsible for Monitoring: Campus UIL Coordinator, Sponsor, Principals	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide opportunities for parents and teachers to review data and to develop comprehensive needs assessment using district based student tracking sheets and goals. Strategy's Expected Result/Impact: STAAR Results, Region One Gains Report, Share forms used to track students with parents. Staff Responsible for Monitoring: Principal, Asst. Principal, Lead Teacher, Teacher	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide supplemental accelerated instruction (before, during, extended day, and extended week) to students at risk of not meeting state academic standards (HB4545). Strategy's Expected Result/Impact: All students will meet or surpass state academic standards. Staff Responsible for Monitoring: Principal, Reading strategist, classroom teacher, lead teacher, AP	Formative		
	Nov	Feb	Apr
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide language and academic support through the bilingual program for English Learners through the Reading and Interventionist Strategist. Strategy's Expected Result/Impact: Increased language and academic proficiency level gains.	Formative		
	Nov	Feb	Apr

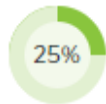


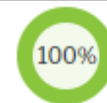





Staff Responsible for Monitoring: Principal, Lead Teacher, AP			
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Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 3: Ensure 100% of eligible students are provided with the least restrictive environment with ongoing progress monitoring to adjust when needed every 6 weeks.

Evaluation Data Sources: Class rosters and PEIMS reports




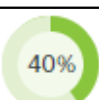




Strategy 1 Details	Formative Reviews		
Strategy 1: Serve students with disabilities by first considering the least restrictive environment by analyzing district/campus placement ratios to ensure students with disabilities are served in LRE. Strategy's Expected Result/Impact: Analysis of documentation, Discipline Reports, Class Schedule, Progress Monitoring Staff Responsible for Monitoring: Special Ed Director, Principals, Diagnosticians, Counselors, Special Ed Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Register teachers for staff development on ARD Committee Decision Making Process for the Texas Assessment Program. Strategy's Expected Result/Impact: Sign In / Registration Report, TTESS domains targeting effective implementations and student results monitored on a bi-weekly basis. Evaluator will monitor and oversee documentation completed by the teacher to evaluate if the criteria and law was compliant. Staff Responsible for Monitoring: Special Ed Director, Principals	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Identify students by grade level to evaluate low performance level indicators and develop strategies that increase student performance. Strategy's Expected Result/Impact: STAAR and local assessments, Campus Schedules Staff Responsible for Monitoring: Administrators, Lead Teacher, Reading Specialist, Teachers, Vertical Team, Principal	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement K-6 curriculum guide using AWARE systems and YAG and new curriculum alignment to provide targeted and differentiated instruction. Strategy's Expected Result/Impact: Student Test Performance, Lesson Plans, DPAs Staff Responsible for Monitoring: Asst. Superintendent, Curriculum and Instruction, Curriculum Administrators, Principals, Technology Instructional Specialist Funding Sources: Forethought AWARE - 199 - General Funds	Formative		
	Nov	Feb	Apr
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to provide professional development on how to develop an effective Behavior Intervention Plans (BIP). Strategy's Expected Result/Impact: Sign-in sheets, establish TOT, assist with campus presentations. Form a campus crisis team to respond to behavioral situations with students. Staff Responsible for Monitoring: Special Ed. Director, Testing Coordinator, principals	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Conduct campus-based and/or district-wide presentations for parents, in an effort to bring awareness in the area of dyslexia and related disorders by May 2023. Strategy's Expected Result/Impact: Provide early identification of students under dyslexia/related disorders and be able to provide students with needed supports. Staff Responsible for Monitoring: Principal, Reading Strategist, AP, Teacher Facilitator	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide students with multiple forms of literature to help support their reading proficiency from early literacy with programs and books that are phonics-based to emergent readers with audio books, e-readers, paper/hard back books and other formats of books. Strategy's Expected Result/Impact: Increase in reading scores at all grade levels. Staff Responsible for Monitoring: Principal, AP, Librarian, Reading Strategist	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 4: Assess needs of students demonstrating characteristics of dyslexia and dysgraphia by the end of every 6 weeks using research based instrument to assess and student handwriting samples.

Evaluation Data Sources: Reports of student growth and mastery using formative assessments.






Strategy 1 Details	Formative Reviews		
Strategy 1: Provide teacher training on identification and instructional strategies to identify and support dyslexic students. Strategy's Expected Result/Impact: CEI Reports, Evaluation Reports, Progress Monitoring, dyslexia screener Staff Responsible for Monitoring: Principal, Asst. Principal, Reading Strategist, Lead Teacher	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Purchase and utilize IPAD's and Bookstream Program to facilitate audio reading of student instructional materials. Strategy's Expected Result/Impact: Log In / Usage Report, Student Progress Monitoring Staff Responsible for Monitoring: Special Ed Director, Principal, Reading Strategist	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide software support for students with characteristics of dyslexia. Strategy's Expected Result/Impact: Log In / Usage Report, Student Progress Monitoring Staff Responsible for Monitoring: Special Ed Director, Principal, Reading Strategist, Lead Teacher	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide appropriate instructional materials and strategies for students with dysgraphia characteristics. Strategy's Expected Result/Impact: Log In / Usage Report, Student Progress Monitoring Staff Responsible for Monitoring: Special Ed Director, Principal, Teacher, LSSP, Occupational Therapist, Assistive Tech Team Leader	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 5: Increase awareness and identification of children through Child Find program by two percent by the end of 1st semester or December 2022.

High Priority







Evaluation Data Sources: Amount of students registered through Child Find

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement awareness plan to recruit PK students through Child Find Initiatives. Strategy's Expected Result/Impact: Number of Students Identified, increase enrollment by 2% for the purpose of early identification. Staff Responsible for Monitoring: Curriculum Administrators, Special Ed. Director, elementary principals Funding Sources: Action Plan, Flyers, Newspaper, Marquee, Parent Meetings - 199 - General Funds, Action Plan, Flyers, Newspaper, Marquee, Parent Meetings - 224 - IDEA, Part B - Formula	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 6: Provide students with healthy and appetizing meals that will increase student participation in the school lunch program and monitor the increase of meals served with child nutrition every 6 weeks.








Evaluation Data Sources: Nutri Kid reports for Eco Disadvantage students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district approved guidelines for foods sold in schools (smart snacks) using USDA requirements. Strategy's Expected Result/Impact: District policies/guidelines, cafeteria, menus, parent meetings, agendas, campus website Staff Responsible for Monitoring: Principal, Child Nutrition Director	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase teaching effectiveness and related student supports for special education staff, by providing at least four professional growth opportunities and providing multiple campus classroom support visits. Strategy's Expected Result/Impact: Increase SPED staff capacity and knowledge as reflected in student outcomes. Staff Responsible for Monitoring: Principal, AP, Special Ed Teachers	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 7: Provide supplemental, evidence-based academic opportunities as well as social and emotional support for 100% of Migrant, Homeless and Low-income students throughout the school year.




Evaluation Data Sources: Successful program completion, Participation Logs, Sign-In sheets, contact logs.






Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor Priority for Services Students and provide interventions based on student basic and educational need. Strategy's Expected Result/Impact: Student data, program progress reports, grades Staff Responsible for Monitoring: Federal Programs Director, Principals, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide social and emotional support services for Migrant families and Homeless students to assist in the academic success of migrant students. Strategy's Expected Result/Impact: PFS Reports, Family Needs Assessment, Sign in sheets Staff Responsible for Monitoring: Federal Programs Director, Principals, Migrant NGS Clerk, Counselors Title I: 2.6	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide academic support/materials to ensure school and college readiness for migrant students. Strategy's Expected Result/Impact: Participation log, usage, monitoring Staff Responsible for Monitoring: Federal Programs Director, Principals, Migrant NGS Clerk, Counselors, Principals	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 8: Priority for Service (PFS) Action Plan for Migrant Students as part of the ESSA Consolidated Application for Federal Funding, Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110,1304 (d)]

Evaluation Data Sources: PFS report and tracking of migrant student success in the classroom.








Strategy 1 Details	Formative Reviews		
Strategy 1: On a monthly basis, run NGS Priority for Services (PFS) reports to identify migrant children and youth who require priority access to MEP Services. Migrant Counselor Identify PFS students and schedule meeting with teacher and campus team. Identify campus intervention activities already in place. Recommend Migrant-funded intervention activities. Strategy's Expected Result/Impact: PFS Report, Report Card, Progress Report, Transcript, Credit Count, PFS Action Plan Staff Responsible for Monitoring: Federal Program Director, Migrant NGS Clerk, Migrant Counselor, Teacher, Campus Administrator	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop a PFS Action Plan for serving PFS Students including criteria for defining student success, including timelines for achieving stated goals and objectives. Disaggregate PFS students Test scores. Review Final Report Cards grades and credits earned. Review entry and withdrawal dates. Identify summer SSI and EOC re-testers and ensure attendance to SS program. Work collaboratively with MIP to coordinate out-of-state testing. Strategy's Expected Result/Impact: Assessment results, Sign-in sheets, Agenda, Calendar, Documented e-mail and Phone Log to Parents, MIP Grades, State Assessment, Transcripts Staff Responsible for Monitoring: Federal Program Director, Migrant Counselor, Teacher, Campus Administrator	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Title I Migrant Coordinator will provide campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports. Strategy's Expected Result/Impact: Sign-in sheets, Meeting Minutes, Agenda Staff Responsible for Monitoring: Federal Program Director, Migrant Counselor, Teacher, Campus Administrator	Formative		
	Nov	Feb	Apr
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Complete home and / or community visits to update parents on the academic progress of their children. Strategy's Expected Result/Impact: Meeting agenda, minutes, sign-in sheet, Parent contact, Home visit logs Staff Responsible for Monitoring: Federal Program Director, Migrant Counselor, Elementary Counselor, Principal	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Increase completion rate above 95% for all populations by May 2023

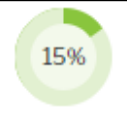




Evaluation Data Sources: Completion Rates

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide multiple career/college day opportunities including district-wide "Generation Texas Week" to increase student involvement, participation and a high interest in school. Strategy's Expected Result/Impact: Agendas, Student Participation Staff Responsible for Monitoring: Counselors, Principals Funding Sources: - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to explore options to academically identify then support at risk students through various campus initiatives and programs. Strategy's Expected Result/Impact: Progress Monitoring Report of student academic growth Staff Responsible for Monitoring: Counselors, Principals, Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Recruit students to participate in extracurricular activities: UIL, Sports, Clubs etc. Strategy's Expected Result/Impact: Monitor number of student participation Staff Responsible for Monitoring: Teachers, Counselors, Principal	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Campus will support the efforts to monitor attendance and continue implementing truancy prevention strategies to enhance student success.






Evaluation Data Sources: Decrease in the number of students who are chronic absent.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be recognized with weekly and at the end of every 6 weeks period incentives for attending school Strategy's Expected Result/Impact: Increase of attendance rate, increase in school performance Staff Responsible for Monitoring: Teachers, Principals, AP	Formative		
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 3: Campus will continue with Capturing Kids Heart to ensure students feel inclusive and cared for.

Evaluation Data Sources: Decrease of discipline referrals, increase of student involvement in school activities, increase of communication with all stakeholders on campus.

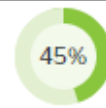
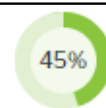

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher will continue Good Things and all strategies that apply to the Capturing Kids Program Strategy's Expected Result/Impact: Decrease in discipline referrals, Increase in student/teacher rapport. Staff Responsible for Monitoring: Classroom teacher, Principal, AP	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

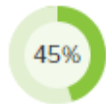



Goal 4: A well-balanced and appropriate curriculum will be provided to all students.






Performance Objective 1: The percentage of students meeting local and state assessment standards will increase from 70% to 85% by May 2023.

High Priority

Evaluation Data Sources: District DPAs, Six week TEKS based assessments
STAAR results

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize instructional strategies to differentiate for special programs populations. Strategy's Expected Result/Impact: Attain 6 distinctions earned and meet Domain 1-3 of the accountability system. Staff Responsible for Monitoring: Principal, Asst. Principal, Lead Teacher, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Attain target performance levels on the State Accountability System with an emphasis of Domain 3. Strategy's Expected Result/Impact: Attain 6 distinctions earned and meet Domain 1-3 of the new accountability system. Staff Responsible for Monitoring: Principal, Asst. Principal, Lead Teacher, Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue instructional strategies to differentiate for special needs students (RTI, G.T., ELL). Strategy's Expected Result/Impact: Student Progress Monitoring Student Growth Staff Responsible for Monitoring: Principal, Teacher, Lead Teacher, Reading Strategist Title I: 2.6 Funding Sources: Tutoring supplies - 199 - PIC 24 State Comp Ed - \$2,046	Formative		
	Nov	Feb	Apr
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to utilize campus Reading Specialists, Intervetionist, instructional aides, Lead Teachers, to improve student performance in small group setting. Strategy's Expected Result/Impact: Usage Report, Log in Reports, Performance Reports Staff Responsible for Monitoring: Principals, Asst. Principal Title I: 2.4	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Build teacher capacity to use data to build a road map and drive instruction to improve student performance. Strategy's Expected Result/Impact: Walk-throughs, Implementation of Strategies Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Use computer programs, workbooks, manipulatives, and other educational resources to provide additional support in core areas. Strategy's Expected Result/Impact: Test results Staff Responsible for Monitoring: Lab Manager, Teacher, Reading Specialist, Lead Teacher Title I: 2.5 Funding Sources: Math Fluency Software - 199 - General Funds, Supplemental Science program - 199 - PIC 24 State Comp Ed - \$1,649, Intervention RLA workbooks for SCE students - 199 - PIC 24 State Comp Ed - \$1,276, 3rd grade workbooks for SCE students - 199 - PIC 24 State Comp Ed - \$1,567, ThinkUP workbooks for SCE Students - 199 - PIC 24 State Comp Ed - \$1,276, workbooks for SCE students - 199 - PIC 24 State Comp Ed - \$1,225	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Develop the target goals and identify the learning gaps based on the student performance from the previous year to establish groups based on their scale score performance using TEA raw scores and student growth trackers. Strategy's Expected Result/Impact: Data Wall, Color Band Chart, Individual Student Growth Chart Staff Responsible for Monitoring: Teachers, Principal, Lead Teacher	Formative		
	Nov	Feb	Apr
			





Strategy 8 Details	Formative Reviews		
Strategy 8: Systematically review SISD scope and sequence, unit plans, and other instructional and curricular resources to ensure that all documents remain aligned to the most updated state standards. Strategy's Expected Result/Impact: Refine curricular documents that reflect the inclusion of all state standards in all core content areas K-12 in the classroom delivery. Staff Responsible for Monitoring: Principal, Teacher Facilitator, AP	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 2: Establish the sequence for curriculum and ensure 100% integration of state standards by May 2023

High Priority

Evaluation Data Sources: Lesson Plans and PLC vertical alignment discussion and plan of action reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish vertical team planning every 6 weeks to ensure alignment and accountability in core content areas and decisions regarding assessments. (formative and summative) 6 weeks campus based formative assessments will be given from PK - 6. Strategy's Expected Result/Impact: Agenda, Lesson Plans, Walk-through data, Assessment Results Staff Responsible for Monitoring: Administration, Lead Teacher, Teachers, Technology Committee, Vertical Team	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide differentiated instruction for special populations. Strategy's Expected Result/Impact: Academic Progress, Progress Monitoring Staff Responsible for Monitoring: Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Establish weekly PLCs and "lunch and learn" sessions to share activities and prepare lessons by following TEKS standards. Strategy's Expected Result/Impact: Agenda, Sign In Sheet Staff Responsible for Monitoring: Principal, Teachers, Lead Teacher	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide Texas Performance Standards Project training for G.T. Teachers 1st - 8th grade. Strategy's Expected Result/Impact: Agendas, minutes Staff Responsible for Monitoring: Asst. Superintendent Curriculum and Instruction, Principals	Formative		
	Nov	Feb	Apr
			







Strategy 5 Details	Formative Reviews		
Strategy 5: Continue with Writing Across the Curriculum for all content areas K-6. Strategy's Expected Result/Impact: Student Writing Samples, Feedback Forms, Writing Scores, Walk-through data Staff Responsible for Monitoring: Lead Teacher, Teachers Funding Sources: WAC training WAC resources - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Develop assessments that are valid and reliable and aligned to state standards. Strategy's Expected Result/Impact: Student Results Staff Responsible for Monitoring: Lead Teacher, Teachers, Principal	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Conduct instructional planning. Strategy's Expected Result/Impact: Walk-through to ensure delivery Staff Responsible for Monitoring: Teachers, Lead Teacher, Principal	Formative		
	Nov	Feb	Apr
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide curriculum based professional development that is relevant, effective, and ongoing. Strategy's Expected Result/Impact: Comprehensive Needs Assessment, Professional Development Survey, Workshop portfolios. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 3: Ensure 100% of students are college and career ready by their graduation year.

High Priority

Evaluation Data Sources: Standard and State Assessments Results

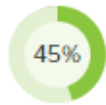
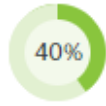

Strategy 1 Details	Formative Reviews		
Strategy 1: Host college/career days and related activities. Strategy's Expected Result/Impact: Campus Calendar, List of Presenters, Number of students that participate and sign up for college based activities. Staff Responsible for Monitoring: Counselors, Principals, SPTSO	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to promote community-based college and career events Strategy's Expected Result/Impact: Student Participation and Projects Staff Responsible for Monitoring: Counselors, Teachers, Principal	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			




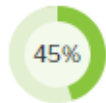




Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 4: Provide training and support to administrators and teachers to implement instructional strategies utilizing assessment data to improve student achievement by 5% by May 2023

High Priority

Evaluation Data Sources: STAAR Results and campus based assessment as well as STAAR Jr. at the end of the year for lower grades.






Strategy 1 Details	Formative Reviews		
Strategy 1: Work with campus teachers instructional personnel in understanding and analyzing assessment data. Strategy's Expected Result/Impact: STAAR Results, TELPAS, TPRI, District Benchmark Reports Staff Responsible for Monitoring: Principal, Asst. Principal, Lead Teacher, Campus Teachers Additional Targeted Support Strategy	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Support professional growth by providing research based instructional practices for all teachers. Maintain alignment across grade levels to prevent the creation of instructional gaps among the teachers and grade levels. Strategy's Expected Result/Impact: Increase student achievement by 10%, TIER 3 students will be at 2% of total student population Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: All reading and writing teachers will participate in staff development that emphasizes increased rigor and relevance, depth of knowledge, and improves reading comprehension and written composition. They will also participate in available workshops for all grade levels to share and implement new ideas for the classroom. Strategy's Expected Result/Impact: 90% of students will reach academic achievement in all high stakes assessments Staff Responsible for Monitoring: Administration, Lead Teacher, Reading Specialist, Teachers Additional Targeted Support Strategy Funding Sources: Consultants, Region One Workshops, Inhouse District PLCs, Scope & Sequence - 199 - General Funds	Formative		
	Nov	Feb	Apr
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide professional development for teachers, administrators, instructional personnel in a variety of methods to improve student achievement scores. Strategy's Expected Result/Impact: STAAR Results-Growth in all areas by 15%, T-TESS - Teacher effectiveness, Student Reports Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Offer trainings using a variety of instructional technology software and hardware that Sharyland ISD supports. Strategy's Expected Result/Impact: Agendas, Sign In Sheets, Usage Implementation Report Staff Responsible for Monitoring: Director of Technology, Instructional Software Specialist, District and Campus Administrators	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize funds to support supplementary instructional activities to provide assistance to campuses and ensure effective program implementation. Strategy's Expected Result/Impact: AWARE, Forethought Staff Responsible for Monitoring: Director of Special Ed, Campus Administrators	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Use performance data from multiple resources to identify and provide students with appropriate interventions and/or opportunities for accelerated instruction. Strategy's Expected Result/Impact: AWARE, Forethought Staff Responsible for Monitoring: C&I Administrators, Principals, Asst. Principals, Lead Teachers Funding Sources: Aware Reports, Intervention, Lesson Plans, Accelerated Lesson Plans, & Differentiated Plans - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 5: Implement vertical team planning in K-2 Reading Language Arts, with a focus on phonics curriculum alignment.

Evaluation Data Sources: Increase collaboration and articulation from grade level to grade level.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the phonics program that is aligned to TPRI, Circle and state standards in the classroom. ie, Heggerty, Core 5, Reading Academy strategies etc. Strategy's Expected Result/Impact: Targets at the end of the year in TPRI, Istation etc will be met by the student. Staff Responsible for Monitoring: Teacher, Principal, AP	Formative		
	Nov	Feb	Apr
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 6: Provide professional development opportunities for differentiated instruction that are relevant, effective and ongoing.





Evaluation Data Sources: Help all teachers in providing the required differentiation for students in need.






Goal 5: Qualified and highly effective personnel will be recruited, developed, and retained, via highly qualified recruitment plan.

Performance Objective 1: Retain, support and assist 100% of our new employees by May 2023

High Priority

Evaluation Data Sources: TAPR / employee turnover report





Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with the Curriculum and Instruction team to strengthen topics of discussion for new employees to support academic achievement. Strategy's Expected Result/Impact: New Employee Surveys Staff Responsible for Monitoring: Human Resource Director, Asst. Superintendent, Curriculum & Instruction, Principal	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Review T-Tess document with all new employee. Schedule pre-conference to establish expectations for quality classroom instruction and delivery. Strategy's Expected Result/Impact: Walk-throughs, New Teacher Feedback, Lesson Plan Preparation Staff Responsible for Monitoring: Administration, Lead Teacher, Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: New teachers will be allowed to observe various teachers within the campus and district. They will then discuss the different teaching styles observed. Strategy's Expected Result/Impact: Walk-through, Teacher Reflections Staff Responsible for Monitoring: Teacher, Principal, Lead Teacher	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to recognize and celebrate staff achievement in attendance, student success, mentoring peers, assisting with the daily operations of the campus. Strategy's Expected Result/Impact: Maintain high attendance rate for staff, Low Employee Turnover Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Nov	Feb	Apr
			







Strategy 5 Details	Formative Reviews		
Strategy 5: Recognize and reward teachers and staff for their commitment to O. Garza Elementary. Strategy's Expected Result/Impact: No Employee Turnover Staff Responsible for Monitoring: Principal, Asst. Principal Funding Sources: fund - 163 - Principal Funds	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Olivero Garza students will demonstrate exemplary performance in comparison to local, state, and national standards.

Performance Objective 1: O. Garza Elementary will increase the number of students advancing one performance level on state testing by 10% by May 2023

Evaluation Data Sources: STAAR report





Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will work with all students and plan for individuals students learning needs by using best practices with research based resources to maximize instruction using strategies that yield highest results Strategy's Expected Result/Impact: Met Domain 1 standards. Staff Responsible for Monitoring: Principal, Asst. Principal, Lead Teacher Funding Sources: Science Workbooks - 199 - PIC 24 State Comp Ed - \$1,563	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Impelment the use of computer programs that reinforces aligned curriculum being taught in the classroom. Strategy's Expected Result/Impact: 85% passing rate in usage and correct response reports. Staff Responsible for Monitoring: Teacher, Principal, Asst. Principal, Computer Lab Manager Funding Sources: - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Build capacity of teachers to improve teacher performance and delivery in the classroom to ensure high and on grade level student performance. Strategy's Expected Result/Impact: Increase knowledge, understanding and skill in goal setting and monitoring performance in all teachers. Staff Responsible for Monitoring: Principal, AP, Teacher Facilitator.	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Analyze test results from prior years to adjust the delivery of curriculum and instruction to meet the needs of all students and identified special needs students. Strategy's Expected Result/Impact: Comprehensive Needs Assessment on areas of weakness, action plans to address those areas. Staff Responsible for Monitoring: Principal, classroom teacher, AP, Teacher facilitator.	Formative		
	Nov	Feb	Apr
			








Strategy 5 Details	Formative Reviews		
Strategy 5: Provide coaching and curriculum support to teachers and interventions for students to address learning gaps. Strategy's Expected Result/Impact: Ensure teachers receive the support they need to be successful. Staff Responsible for Monitoring: Principal, Interventionist, Reading Strategist, AP, Teacher Facilitator	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Use data to redirect vertically aligned and differentiated instruction for all students. Strategy's Expected Result/Impact: Campus meets all targets in all domains, Benchmarks/DPA and CNA Staff Responsible for Monitoring: Principal, AP, Teacher Facilitator	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: Sharyland ISD will provide a safe and secure learning environment for staff and all students.

Performance Objective 1: An effective student management framework will be developed which emphasizes Positive Behavior Interventions and Support (PBIS) to reduce behavior incidents by 5% as measured by district discipline reports.

Evaluation Data Sources: Discipline Referral reports





Strategy 1 Details	Formative Reviews		
Strategy 1: Track discipline data quarterly to analyze discipline events and removal actions. Strategy's Expected Result/Impact: The number of discipline referrals to the office will be documented. Referrals to the office will be reduced by 10% compared to last year's PEIMS submission. Staff Responsible for Monitoring: Principal, Asst. Principal, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will communicate with parents on a weekly basis through conduct folders sent home with each child. The conduct folders document good behavior as well as areas of concern. Strategy's Expected Result/Impact: Parent contact logs documenting parental contact concerning discipline issues. Staff Responsible for Monitoring: Administration, Parents, Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide presentations, staff development and resources to staff to increase the effectiveness to address identified student safety areas such as: violence prevention/intervention, bullying/cyber bullying, improved parent/child communication, student support through individual/small group counseling, and misuse of technology/internet resources. Strategy's Expected Result/Impact: Brochures, Calendar of Events, Sign in Sheets Staff Responsible for Monitoring: LSSP, Special Ed Director, Principal, Asst. Principal Funding Sources: Counseling Sessions Diamondback Guiding Diamondbacks Online Technology Contract Consultants in the Field - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: We will utilize our behavior intervention specialists to assist with students negative behavior. Strategy's Expected Result/Impact: Log of number of times the behavior intervention specialist was needed. Staff Responsible for Monitoring: Behavior Interventionist, Administration, Counselor, Special Education Director	Formative		
	Nov	Feb	Apr
			

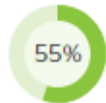
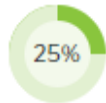




Strategy 5 Details	Formative Reviews		
Strategy 5: Provide staff development on effective classroom discipline and management techniques. Campus wide implementation of CHAMPS. Strategy's Expected Result/Impact: 1% decrease on PEIMS 425 report by campus, sign-in sheets Staff Responsible for Monitoring: Principals	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Continue implementation of campus-wide classroom management programs. Strategy's Expected Result/Impact: Teacher lesson plans, number of discipline referrals Staff Responsible for Monitoring: Assistant Principal, Principals, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Track discipline data quarterly to analyze discipline events and evaluate actions to strategically monitor discipline referral of special ed students. Strategy's Expected Result/Impact: 2% decrease of PEIMS 425 Records, Campus Discipline Reports, Comprehensive Needs Assessment Staff Responsible for Monitoring: Principals, Asst. Principal, Counselors, PEIMS Clerk	Formative		
	Nov	Feb	Apr
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Utilize License Specialist in School Psychology, LSSP Strategy's Expected Result/Impact: Decrease in students in ISS, Decrease in students OSS, Increase in Counseling sessions with Behavior Intervention Specialists Staff Responsible for Monitoring: Principals, Assistant Principals, Diagnosticians, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Develop and implement strategies for drug awareness and prevention designed to create environments and conditions that support behavioral health and the ability of students to withstand challenges. (SP 3.2.1) Strategy's Expected Result/Impact: Drug and alcohol prevention programs Presentations for students by guest speakers Staff Responsible for Monitoring: Counselors	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: Sharyland ISD will provide a safe and secure learning environment for staff and all students.

Performance Objective 2: Create and maintain an environment which supports a positive, physical, emotional well-being for students & staff by reducing incident reports by 5% as measured by district reports.

Evaluation Data Sources: Decrease of accident reports filed and staff surveys.








Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus threat assessment team to review, update and train on safety procedures by providing training to all staff. Strategy's Expected Result/Impact: Parent Letters, Updated Student/Parent Handbook, Sign In Sheets Staff Responsible for Monitoring: Risk Management, Principals, Asst. Principals, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and practice an all-hazards emergency plan in all facilities including but not limited to: Fire, Lock-down, Severe weather, and Bomb threat drills. Strategy's Expected Result/Impact: Parent Letters, Revision of Student/Parent Handbook, Sign In Sheet, Monthly Drill Reports Staff Responsible for Monitoring: Risk Manager, Principals, Asst. Principals, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Create and maintain an environment which supports positive physical, emotional, health, and social well-being for students and staff. Strategy's Expected Result/Impact: Sign In Sheets, District Menus, District Incident Reports, Health Reports, Campus Activities Staff Responsible for Monitoring: Risk Manager, Director of Child Nutrition, Principal, Asst. Principal, Counselors, LSSP, Coaches Funding Sources: Sharyland ISD Student/Parent Handbook Consultants Guidelines and Policies-TX Dept. of Agriculture Region One Resources Attendance Reports Discipline Reports - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Establish a comprehensive district support system in alignment with the district code of conduct in order to foster academic integrity for all Sharyland ISD students. (SP 3.3.1) Strategy's Expected Result/Impact: Academic integrity addressed in student code of conduct Staff Responsible for Monitoring: Executive Director of Human Resources Principals	Formative		
	Nov	Feb	Apr
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Establish a comprehensive district support system in alignment with the district code of conduct in order to foster social integrity for all Sharyland ISD students. (SP 3.3.2) Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Superintendent Principals Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Designate a staff member to serve on SHAC committee and attend four meetings a year. Strategy's Expected Result/Impact: Campus input in coordinated school health strategies Staff Responsible for Monitoring: Principal SHAC Representative	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: Sharyland ISD will provide a safe and secure learning environment for staff and all students.

Performance Objective 3: Increase student, staff, and parents satisfaction rate by 5% by offering awareness of mental health interventions.





Evaluation Data Sources: Survey, Agendas and Sign in Logs









Strategy 1 Details	Formative Reviews		
Strategy 1: Provide and offer support through counseling services. Strategy's Expected Result/Impact: Sign In Sheets, Agendas, Presentation Handouts Staff Responsible for Monitoring: Principals, Counselors, Grant counselors and LSSPs Funding Sources: Curriculum Night Calendar of Events Counseling Skylerts Skyward Newsletter Striking News - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide teachers with multiple methods for communicating with parents: District/Campus Websites, Skylert, Parent Email Address, Family Access, SPTSO Meetings, Parent Portal, Brochures. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Director of Technology, C&I Administrators/Directors, Principals, LSSP's and Counselors Funding Sources: District Calendar of Events Campus Staff Calendar Sharyland ISD Parent/Student Handbook - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide different outreach outlets for students and staff pertaining to suicide prevention, mental health, sexual abuse and sexual harassment. Strategy's Expected Result/Impact: Increased awareness for students and staff on mental health interventions. Staff Responsible for Monitoring: Principal , Counselors	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 8: Technology will be implemented and used to increase effectiveness of student learning, instructional management, staff development, and administration.

Performance Objective 1: The campus will implement technology to increase integration strategies by 10% to better meet the instructional needs of teachers and the learning needs of all students by verifying usage by the end of 2022-2023 school year.

Evaluation Data Sources: District Strategic Plan and usage report of computer programs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Capitalize on federal, state and local resources. (SP 5.1.1) Strategy's Expected Result/Impact: Campus Enrollment, Number of free and reduced lunch applications. Enrollment and refinded ADA Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish new revenue streams at the campus level. (SP 5.1.2) Strategy's Expected Result/Impact: Campus enrollment, Fundraising, Enrollment and refined ADA Fundraising Advertising Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Reduce operational expenses by implementing practices that maximize use of campus resources. (SP 5.2.1) Strategy's Expected Result/Impact: Fundraising, Cross Training of staff to assist with duties assigned. Staffing guidelines Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Create an optimal academic structure that maximizes the campus resources. (SP 5.2.2) Strategy's Expected Result/Impact: Budget Benchmarks, Budget Timeline, Student enrollment. Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Nov	Feb	Apr
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Investigate implementation of a universal full day Prekindergarten program. (SP 5.1.1.8) Strategy's Expected Result/Impact: Establishment of full day program for 2017-2018 school. Pre-K enrollment Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 1.) Evaluate the renewal of software based on the evidence of usage and effectiveness of student learning. Strategy's Expected Result/Impact: Alignment of student formative assessment results of skill being tested. Staff Responsible for Monitoring: Teachers, Lead Teacher, Computer Lab Manager Title I: 2.4 Funding Sources: - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Olivero Garza Sr. Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

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Personnel for Olivero Garza Sr. Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aracelia Jaime	Ark Aide	1
Audrey Cuellar	Reading Specialist	0.5
Brenda Balderas	Teacher/Reading Specialist	1
Diana Ortiz	Teacher/Literacy Interventionist	1
Dora Cadena	Aide/PT Daycare	1
Jessica Salazar	Aide/Computer lab	1
Natalie Bazan	Pre-K Teacher	0.5
Priscilla Silva	SCE Aide	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Solis	Teacher Aide Science Lab	Garza	100%
Araceli Venegas	Teacher Aide PK	Garza	100%
Aracelia Jaime	Teacher Aide Rdg. lab	Garza	100%
Brenda Balderas	Intervention Teacher	Garza	100%
Veronica Gamboa	Federal Counselor	Garza	100%

Campus Funding Summary

163 - Principal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Campus Weekly Website Skylert		\$0.00
2	2	2			\$0.00
5	1	5	fund		\$0.00
Sub-Total					\$0.00
199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	Food Items, Notices, Calendar of Events		\$0.00
1	1	3	Newsletter, Notice, Monthly Calendar of Events, Campus Web Pages		\$0.00
1	1	8	Translation Services Equipment for parent meeting, Translation		\$0.00
1	1	11	Course Descriptions, Curriculum Bulletin, Campus Newsletter, Calendar of Events, UIL Schedule		\$0.00
1	2	2			\$0.00
1	2	3	Flyers Region One Fund		\$0.00
2	1	1	Campus Based Funding, Items provided to students to recognize their efforts.		\$0.00
2	1	2			\$0.00
2	1	3	Campus Weekly Website Skylert		\$0.00
2	1	4			\$0.00
2	1	5	Truancy Officer Skylert		\$0.00
2	2	1	Computer Lab Morning Tutorial, Extended Day Tutorials		\$0.00
2	2	4			\$0.00
2	3	4	Forethought AWARE		\$0.00
2	5	1	Action Plan, Flyers, Newspaper, Marquee, Parent Meetings		\$0.00
3	1	1			\$0.00
4	1	6	Math Fluency Software		\$0.00
4	2	5	WAC training WAC resources		\$0.00
4	4	3	Consultants, Region One Workshops, Inhouse District PLCs, Scope & Sequence		\$0.00

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	7	Aware Reports, Intervention, Lesson Plans, Accelerated Lesson Plans, & Differentiated Plans		\$0.00
6	1	2			\$0.00
7	1	3	Counseling Sessions Diamondback Guiding Diamondbacks Online Technology Contract Consultants in the Field		\$0.00
7	2	3	Sharyland ISD Student/Parent Handbook Consultants Guidelines and Policies-TX Dept. of Agriculture Region One Resources Attendance Reports Discipline Reports		\$0.00
7	3	1	Curriculum Night Calendar of Events Counseling Skylerts Skyward Newsletter Striking News		\$0.00
7	3	2	District Calendar of Events Campus Staff Calendar Sharyland ISD Parent/ Student Handbook		\$0.00
8	1	6			\$0.00
Sub-Total					\$0.00
199 - PIC 24 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Tutoring supplies		\$2,046.00
4	1	6	3rd grade workbooks for SCE students		\$1,567.00
4	1	6	Supplemental Science program		\$1,649.00
4	1	6	Intervention RLA workbooks for SCE students		\$1,276.00
4	1	6	ThinkUP workbookds for SCE Students		\$1,276.00
4	1	6	workbooks for SCE students		\$1,225.00
6	1	1	Science Workbooks		\$1,563.00
Sub-Total					\$10,602.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
224 - IDEA, Part B - Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	Action Plan, Flyers, Newspaper, Marquee, Parent Meetings		\$0.00

224 - IDEA, Part B - Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
244 - Perkins Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Course Descriptions, Curriculum Bulletin, Campus Newsletter, Calendar of Events, UIL Schedule		\$0.00
Sub-Total					\$0.00