

Garland Independent School District
Shugart Elementary School
2023-2024 Goals/Performance Objectives/Strategies



Board Approval Date: October 24, 2023
Public Presentation Date: August 24, 2023

Mission Statement

Through a rigorous and caring culture that includes collaboration between faculty, students, and family and data driven instruction, students will be provided the tools necessary to graduate college and career ready and to become lifelong learners.

Vision

Shugart Elementary creates partnerships with families and the community to build a strong academic foundation in which students are focused, inspired, excited, and demonstrate immeasurable growth.

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Goals


Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.





Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading Language Arts, will increase from 34% in 2023 to 90% by 2026. (SY2024 target = 66%).

4th Grade 33% to 54%

5th Grade 39% to 66%

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize data from Circle, MClass, iReady, MAP, and TELPAS to plan small group, teacher led instruction and stations/centers to specifically target and support individual student needs in reading to include intervention and reading acceleration. Eachers will plan targeted, high level questions in order to deepen student understanding and meet the demands of a high quality curriculum and assessments. Teachers will also pay close attention to our special populations (Students with disabilities (Special Education), Emergent Bilinguals (EBs), Gifted and Talented (G/T) and 504 students) to support their diverse and individual needs.</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from beginning of year (BOY) and middle of year (MOY) to end of year (EOY) . 2. Classroom walkthrough data showing effective use of small group instruction and differentiation.</p> <p>Evaluation: -MClass -MAP -iReady -Reading STAAR</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Intervention Team, Campus Support Teachers (CSTs), and Early Literacy Specialist (ELST)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4, 5, 6, 7, 8, 14</p> <p>Funding Sources: Stations, supplies, & materials for special education students - 199 - PIC 23 SPED State Allotment Funds - \$617.50, Substitutes for grade level planning days - 6100 Payroll- Title I Funds - \$11,365, Substitutes to provide additional small group support - 6100 Payroll- Title I Funds - \$5,128, Differentiated reading materials/stations to ensure mastery of TEKS - 199 - PIC 24 State Comp Ed Funds - \$1,060, Reading Materials for Stations - 199 - PIC 24 State Comp Ed Funds - \$2,000, STAAR aligned reading/writing materials - 6300 Supplies and Materials- Title I Funds - \$1,519</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and Administrators will provide parents with resources and strategies to help their children become better readers by hosting parent nights, posting ideas in the parent monthly Smore, Cowboy Chronicle, and Class Dojo.</p> <p>Strategy's Expected Result/Impact: Increase parent awareness on reading strategies that may be implemented at home and increase parent involvement and family engagement.</p> <p>Evaluation: -Progress Monitoring -TELPAS -MAP Data -STAAR -Parent Survey -Circle Data -mClass data</p> <p>Staff Responsible for Monitoring: Principal and Classroom Teachers</p> <p>Title I: 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4, 5, 6, 8 - Perceptions 1</p> <p>Funding Sources: Materials for Family Reading & Science Night - 6300 Parent Involvement. Supplies T1 - \$4,451</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The intervention teacher and aides will use the Multi-Tiered System of Support (MTSS) to provide robust, intervention support that targets Tier 2 and Tier 3 students in small group.</p> <p>Strategy's Expected Result/Impact: An increase in reading acquisition skills, comprehension, and reading fluency as evidenced by an increase in student achievement levels according to MAP, mClass, and curriculum based assessments (CBAs).</p> <p>Evaluation: -MAP -mClass -Progress Monitoring - Reading STAAR</p> <p>Staff Responsible for Monitoring: Intervention Teacher, Intervention Aides, and Administration</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 4, 8, 14</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop jointly with, and distribute to parents, a written Parent Family Engagement (PFE) policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the compact will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p>Strategy's Expected Result/Impact: Increased Parent and Family Engagement.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students identified as At-Risk for the 2022-2023 school year was 64% compared to 52% of students labeled at risk during the 2021-2022 school year according to PEIMS data. Root Cause: Student attendance fluctuated between 90% and 94% each nine weeks. STAAR Meets and Masters scores from the 2022-2023 were below the district average in reading and math.</p>
<p>Problem Statement 2: The attendance rate for the 2022-2023 school year was 92% which is below the district average of 95% according to the PEIMS report. Root Cause: Coming off the pandemic, students stayed at home if they had any symptoms that might have been contagious.</p>

Student Learning

Problem Statement 4: 22% of 3rd graders met expected growth from Fall to Spring on the 2023 Reading MAP assessment compared to 31% meeting expected growth Spring 2022.

Root Cause: The new Amplify curriculum had many components that teachers need to adjust to. Teachers had a hard time getting in the full small group time.

Problem Statement 5: 58% of all students in grades 3-5 were at the Approaches level standard on the 2023 Reading STAAR compared to the district average of 74%. **Root Cause**

: Due to the COVID 19 Pandemic, Shugart had many students and/or quarantined during the school that resulted in gaps and deficits. Teachers need more help/support in unpacking TEKS and prioritizing based on students' needs.

Problem Statement 6: 34% of all students in grades 3-5 were at the Meets level and 10% Masters level standard on the 2023 Reading STAAR. **Root Cause:** Due to the COVID

19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. There is also a need to differentiate instruction in order to meet the needs of high achieving students.

Problem Statement 7: 3% of Special Education students in grades 3-5 were at the Meets levelers level standard on the 2023 Reading STAAR. **Root Cause:** Due to the COVID 19

Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. Students also need consistency of accommodations in the general education classroom and differentiated instruction.

Problem Statement 8: 14% of 1st graders met expected growth from Fall to Spring on the 2023 Reading MAP assessment compared to 29% meeting expected growth Spring 2022.

Root Cause: The first grade team had 47 teacher absences and one teacher resigned in October leaving students without a classroom teacher until December resulting in learning gaps.

Problem Statement 14: 28% of Kinder students met expected growth from Fall to Spring on the 2023 Reading MAP assessment compared to 34% Spring 2022. **Root Cause:** Due

to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school year and this resulted in gaps and deficits.


Perceptions






Problem Statement 1: 20% of Shugart Parents indicate that they sometimes are encouraged to be involved in activities and are actively recruited to serve on campus or district committees according to the 2022-2023 Parent Engagement Survey. **Root Cause:** Due to continued social distancing due to the COVID-19 pandemic, Shugart mostly held virtual or outside events during the fall semester.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

Performance Objective 2: Percent of Emergent Bilingual (EB) students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 44% in 2023 to 76% by 2026. (SY2024 target = 56%)

Evaluation Data Sources: TELPAS spring administration testing file (only students with progress measure;a accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide targeted language acquisition instruction through whole group and small group instruction to ensure Emergent Bilinguals (EBs) demonstrate at least one year's growth in language development as evidence by TELPAS.</p> <p>Strategy's Expected Result/Impact: Emergent Bilinguals will show increased levels of performance on TELPAS and MAP.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Classroom Teachers, Special Education Teachers, Intervention Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 10</p> <p>Funding Sources: Materials and stations to assist students in language acquisition - 199 - PIC 25 Bil../ESL State Allotment Funds - \$1,542, Headphones with microphones to practice listening and speaking - 199 - PIC 25 Bil../ESL State Allotment Funds - \$1,335</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and administration will ensure that each Emergent Bilingual student is provided with linguistic and instructional accommodations as decided by LPAC (Language Proficiency Assessment Committee). The instructional accommodations will be reviewed each nine weeks for effectiveness. Adjustments and supports will be implemented, as needed.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will show increased levels of performance on MAP, curriculum based assessments (CBAs), mClass, and TELPAS.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Classroom Teachers, and the Intervention Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 10, 11</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


Performance Objective 2 Problem Statements:

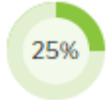




Student Learning
<p>Problem Statement 10: 44% of Emergent Bilinguals (EB) gained one or more levels of proficiency on the 2023 TELPAS assessment. Root Cause: There is a need for consistent, sheltered instruction strategies.</p>
<p>Problem Statement 11: 36% of Emergent Bilinguals scored at the Meets level standard on the 2023 Reading STAAR. Root Cause: There is a need for consistent, sheltered instruction strategies.</p>

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

Performance Objective 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 10% in 2023 to 80% by 2026. (SY2024 target = 40%)

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan whole group and small group, targeted instruction in 5th grade. Classroom teachers will incorporate hands-on activities and follow up science questions that are presented in an open-ended and multiple choice format, in the students' language of instruction, in order to assess their level of understanding of science content. During small group instruction, teachers will target specific subpopulations to ensure their success (Emergent Bilinguals, Special Education, 504, Economically Disadvantaged, and G/T).</p> <p>Strategy's Expected Result/Impact: Student Achievement in Science with an emphasis on special subpopulations (Emergent Bilinguals, Special Education, 504, Economically Disadvantaged, and G/T).</p> <p>Staff Responsible for Monitoring: Administration, 5th grade teachers, Campus Support Teachers (CSTs)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 13</p> <p>Funding Sources: Science stations & materials for labs - 199 - PIC 24 State Comp Ed Funds - \$1,000, STAAR aligned science materials - 199 - PIC 24 State Comp Ed Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>30%</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and Administrators will provide parents with resources and strategies to help their children become better scientists by hosting parent nights, posting ideas in the parent monthly Smore, and posting ideas in the weekly chronicle.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement and awareness of scientific strategies that may be implemented at home.</p> <p>Evaluation: -Science STAAR -Science MAP -Parent Survey</p> <p>Staff Responsible for Monitoring: Principal & Classroom Teachers</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>Problem Statements: Student Learning 13 - Perceptions 1</p> <p>Funding Sources: Materials for Family Night - 6300 Parent Involvement. Supplies T1 - \$2,603</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 13: 34% of 5th grade students were at the Approaches level, 8% Meets, and 2% Masters level standard on the 2023 Science STAAR. Root Cause: Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. Students were unable to transfer concrete labs to abstract questions. Due to social distancing, hands-on, collaborative work was limited to the Spring semester.</p>
Perceptions
<p>Problem Statement 1: 20% of Shugart Parents indicate that they sometimes are encouraged to be involved in activities and are actively recruited to serve on campus or district committees according to the 2022-2023 Parent Engagement Survey. Root Cause: Due to continued social distancing due to the COVID-19 pandemic, Shugart mostly held virtual or outside events during the fall semester.</p>


Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.


Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 5 on STAAR, will increase from 38% in 2023 to 90% by 2026. (SY2024 target = 60%)






3rd Grade 23% to 49%

4th Grade 31% to 56%

Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate and implement training on how to plan aligned, high leverage Tier 1 lessons by unpacking TEKS, creating Instructional Planning Calendars, creating daily learning objectives, and developing teacher and student exemplars. Teachers will also plan small group instruction to specifically target and support individual student needs (including G/T, Special Education, 504, and Tier 2 and 3 students).</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, grades, curriculum based assessments (CBAs), and end of unit assessments). 2. Classroom walkthrough data showing effective whole group and small group instruction that focuses on differentiated strategies.</p> <p>Evaluation: -Lesson Plans -Instructional Planning Calendars (IPCs) -Curriculum Based Assessments -End of Unit Assessments -MAP -Math STAAR</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Curriculum Support Teachers (CSTs), Intervention Team, Special Education Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3, 9, 12</p> <p>Funding Sources: Substitutes for Instructional Planning - 6100 Payroll- Title I Funds - \$2,507</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize data from MAP, specifically, the learning continuum and iReady to plan Tier 1 instruction and small group, teacher led instruction. Teachers will plan hands-on, interactive stations/centers to specifically target and support individual student needs in the area of math to include intervention (learners who need more support) and math acceleration (students on and above grade level).</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, grades, curriculum based assessments (CBAs), and end of unit assessments). 2. Classroom walkthrough data showing effective whole group and small group instruction that focuses on differentiated strategies.</p> <p>Evaluation: -Lesson Plans -Instructional Planning Calendars (IPCs) -Curriculum Based Assessments -End of Unit Assessments -MAP -Math STAAR</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Curriculum Support Teachers (CSTs), Intervention Team, Special Education Team</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 9, 12</p> <p>Funding Sources: Differentiated stations and materials to help special education students - 199 - PIC 23 SPED State Allotment Funds - \$655.50, Math PD and Planning - 6100 Payroll- Title I Funds - \$6,368, STAAR aligned materials - 6300 Supplies and Materials- Title I Funds - \$6,520</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and Administrators will provide parents with resources and strategies to help their children become better mathematicians by hosting parent nights, posting ideas in the parent monthly Smore, and posting ideas in the weekly chronicle.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement and awareness of math strategies that may be implemented at home.</p> <p>Evaluation: -MAP Data -STAAR -Parent Survey</p> <p>Staff Responsible for Monitoring: Principal & Classroom Teachers</p> <p>Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 9 - Perceptions 1</p> <p>Funding Sources: Materials for STEM Night - 199 - PIC 24 State Comp Ed Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: 27% of of Kinder students met expected growth from Fall to Spring on the 2023 Math MAP Assessment compared to 47% meeting expected growth Spring 2022. Root Cause: The kinder team had 82 absences for the school year and more than 50% of those absences were unfilled.</p>
<p>Problem Statement 2: 22% of 1st graders met expected growth from Fall to Spring on the 2023 Math MAP assessment compared to 45% meeting expected growth Spring 2022. Root Cause: The first grade team had 47 teacher absences and one teacher resigned in October leaving students without a classroom teacher until December resulting in learning gaps.</p>
<p>Problem Statement 3: 31% of 2nd graders met expected growth from Fall to Spring on the 2023 Math MAP assessment compared to 48% meeting expected growth Spring 2022. Root Cause: The new curriculum was a challenge to fit in all components. Small group did not occur on a daily basis.</p>
<p>Problem Statement 9: 51% of all students in grades 3-5 were at the Approaches level, 22% Meets level, and 10% Masters level standard on the 2023 Math STAAR which is below the district average of 74% Approaches, 46% Meets, 21% Approaches. Root Cause: Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. Teachers need help/support in unpacking TEKS and prioritizing based on students' needs.</p>
<p>Problem Statement 12: 4% of Special Education students in grades 3-5 were at the Meets level on the 2023 Math STAAR. Root Cause: Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. Students also need consistency of accommodations in the general education classroom and differentiated instruction.</p>

Perceptions


Problem Statement 1: 20% of Shugart Parents indicate that they sometimes are encouraged to be involved in activities and are actively recruited to serve on campus or district committees according to the 2022-2023 Parent Engagement Survey. **Root Cause:** Due to continued social distancing due to the COVID-19 pandemic, Shugart mostly held virtual or outside events during the fall semester.






Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Alternative Education Center (AEC)] will decrease from 44.1% in 2019 to 35% by 2026.

Shugart's percent of exclusionary consequences will decrease from 43% in 2023 to 35% by 2026 (SY2024 target= Below 35%)

Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement training on Social and Emotional Lessons, Positive Behavioral Interventions and Supports (PBIS), & RTI (Response to Intervention Process) to help students self-regulate their behavior and maximize their instructional time and time on task.</p> <p>Strategy's Expected Result/Impact: Decreased discipline incidents and maximized whole group and small group instructional time.</p> <p>Evaluation: -Classroom Walkthroughs -Review 360 -Successmaker of the Week</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers & Positive Behavioral Interventions & Supports Team (PBIS)</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide parents with resources and strategies to help students feel socially and emotionally safe to transition to Pre-K/Kinder and Middle School (Pre-K/Kindergarten Round Up, AVID Parent Night and 5th Grade Middle School Transition Meeting).</p> <p>Strategy's Expected Result/Impact: 1. Increase parent awareness on strategies that may be implemented at home and increase parent involvement. 2. Promote students' social and emotional learning as they transition to the next grade level.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, and Classroom Teachers</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The percent of student management incidents resulting in exclusionary consequences during 2022-2023 school year was 17% according to the Review 360 report. Root Cause: Lack of consistent use of de-escalation strategies and training on Positive Behavioral Interventions and Supports.</p>
<p>Problem Statement 2: 20% of walkthroughs are at the developing or improvement needed level for classroom management according to the 2022-2023 Strive report. Root Cause: Lack of consistency with the implementation of procedures and routines based on teacher experience and/or expertise.</p>
Perceptions
<p>Problem Statement 1: 20% of Shugart Parents indicate that they sometimes are encouraged to be involved in activities and are actively recruited to serve on campus or district committees according to the 2022-2023 Parent Engagement Survey. Root Cause: Due to continued social distancing due to the COVID-19 pandemic, Shugart mostly held virtual or outside events during the fall semester.</p>

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

Performance Objective 6: By June 2024, the turnover rate at Shugart Elementary will be reduced from 30% at the end of the 2022-2023 school year to 15% at the end of the 2023-2024 school year, as measured by Skyward's OnDataSuite Report.

Evaluation Data Sources: -OnDataSuite Campus Staff Report
-Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete campus and district on-boarding processes and maintain open communication with all employees through various channels, such as face to face meetings, weekly PLCs, classroom observations, weekly newsletter, campus events, and mentor-mentee weekly meetings.</p> <p>Strategy's Expected Result/Impact: Recruit and retain high quality teachers.</p> <p>Staff Responsible for Monitoring: Campus administration, Lead Teacher Mentor, Teacher Mentors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: 6 teachers were non-certified for the 2022-2023 school year. Root Cause: There is a nationwide teacher shortage. There is not an adequate pool of candidates and certified candidates.</p>