Sheldon Independent School District

Sheldon Early Childhood Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Board Approval Date: October 18, 2022
Public Presentation Date: October 18, 2022

Mission Statement

Sheldon Early Childhood Academy (SECA) is committed to developing life-long learners through engaging experiences which will promote creative thinking and encourage academic, physical and social success.

"Jaguars Achieving Great Success"

Vision

We envision SECA as a community learning center where children gain competencies necessary for them to be successful right from the beginning of their educational journey. The commitment of our total community (students, staff, parents, and greater community) is necessary to create challenging learning experiences for our young scholars to prepare them for the future.
Our vision of providing an outstanding education is centered on the integration of all aspects of learning with:
1. attention to the whole child
2. emphasis on inquiry
3. integration of the traditional subject areas
4. utilization of a variety of learning tools and technologies
5. valuing a universal range of learning styles and abilities
6. connections to the real world beyond the confines of the classroom
7. exposure to the creative and performing arts for art's sake and art for integration
8. a focus on the development of positive attitudes toward people, toward the environment, and toward learning.

Value Statement

At Sheldon Early Childhood Academy, we believe that:

- Each individual has immeasurable worth and unique intelligence.

- The freedom to choose comes with accountability to each other and responsibility for consequences.

- Individuals have an inherent drive for acceptance and belonging.

- Family is the foundation of society.

- Human resourcefulness is unlimited.

- A community's collective power is greater than individual efforts.

- Change is inevitable and creates opportunities for new beginnings.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 30, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment 2022-23

The campus site-based team convened on May 26th and May 30th, 2022, to facilitate the development of the campus comprehensive needs assessment and the campus improvement plan was created and approved on May 30th, 2022. The site-based team consisted of the following:

Joel Leal	Principal
Tamara Morgan	Assistant Principal
Joana Castillo	Teacher
Mayra Clemente	Teacher
Melinda Flores	Counselor
Adriana Garcia	Teacher
Melanie Holmes	Instructional Coach
Genie King	Teacher
Maria Lezama	Teacher
Angela Martinez	Teacher
Denise Mustin	District Representative
Alejandra Reyes	Teacher
Adam Stanley	Teacher
Serita Walker	Teacher
Ada Wilson	Instructional Coach
Jennifer York	Teacher
Norma Zepeda	Teacher
Monica Bazile	Parent

When conducting the Comprehensive Needs Assessment, the committee looked at data including TRC and mClass scores, CLI scores, math district assessments, demographic numbers, staff patterns, parent surveys, etc.

The Site-Based Decision Making Team will meet tenatively the third Thursday every month, including September 15th, 2022, October 20th, 2022, November 17th, 2022, January 19th, 2023, February 16th, 2023, March 23rd, 2023, April 20th, 2023, and May 26th, 2023.

Campus Targeted Areas (2022-23)

Based on trends identified during the Comprehensive Needs Assessment, we consider the following areas as critical needs for the 2022-23 school year:

1. Less than 76% of our students are leaving kindergarten ready for the next grade level. A foundation of literacy is the development of oral language skills in students in prekindergarten and kindergarten. We will address this need by continuing to provide professional development in the area of oral literacy and storytelling for our teachers in order to build capacity around the building in teaching the foundational elements of writing.
2. Student achievement, especially in the area of literacy and math continues to show areas of improvement. Our campus will address this need by providing quality, targeted professional development in literacy and math that will impact classroom strategies, data-driven instruction and the implementation of best practices.
3. Some students exhibit challenging behaviors in the classroom and common areas that affect student achievement. Targeted, intentional instruction in Social and Emotional strategies and skills as well as safe behaviors is needed. We will address this need by providing teachers with the tools to deliver this type of instruction and increase our students' skills in this area to improve behavior and maximize learning time in the classroom.
4. Some of our parents need more resources and skills to be able to actively help their children practice and reinforce the necessary skills to be academically successful. We will address this need by providing parent engagement sessions where parents will receive training in strategies and the use of resources to reinforce academic skills at home. This will, in turn, improve academic achievement for our students.
5. Our attendance goal has not been achieved in the last few years. We are going to address this need by providing systems that will help improve our student attendance rates, including parent and family informational workshops on the importance of attendance and school activities, as well as parent and family rewards

Prioritized Problem Statements

Problem Statement

Professional Learning offerings in literacy and math are not always grade-level appropriate for our teachers

Root Cause

Professional Learning is usually geared towards elementary grades.

Problem Statement

Some students exhibit challenging behaviors in the classroom that affect student achievement.

Root Cause

Students are not intentionally taught Social and Emotional strategies/skills by the classroom teacher.

Problem Statement

Parents are involved in our campus but are not actively engaged in the academic growth of their child.

Root Cause

Parents don't perceive themselves as an active partner in their child's education.

This campus is a School-wide program that facilitates a "Conceptual Consolidation" of federal, state, and local funds to improve student performance and upgrade the entire educational program. The Site-based decision-making team collaborates on how the funds will be utilized to enable all students to meet the challenging state academic standards.

Demographics

Demographics Summary

Demographics

Sheldon ISD is a fast-growth district located in the Northeast section of the Greater Houston area that serves over 10,000 students. While small compared to surrounding districts, SISD is listed as a large district by TEA standards. Our community is a diverse population made up of single-family homes, mobile home communities and apartment complexes. Sheldon Early Childhood Academy is one of two early childhood campuses that houses the district's full day Pre-Kindergarten program and Kindergarten students. We are located on the eastern side of the district surrounded by industrial facilities and a major transportation corridor.

Demographic Data

Year	Enrollment
2014	510
2015	514
2016	537
2017	542
2018	561
2019	641
2020	706
2021	655
2022	593

*2021 - 2022 Fall PEIMS file loaded 01/20/2022	Count	Percent
Grade Level		
Early Education	14	2.44%
Pre-Kindergarten	238	41.54%
Kindergarten	321	56.02%
Gender		
Female	277	48.34%
Male	296	51.66%

*2021 - 2022 Fall PEIMS file loaded 01/20/2022	Count	Percent
Ethnicity		
Hispanic-Latino	409	71.38%
Race		
American Indian - Alaskan Native	2	0.35%
Asian	0	0 %
Black - African American	120	20.94%
Native Hawaiian - Pacific Islander	1	0.17 %
White	32	5.58%
Two-or-More	9	1.57%
Program		
Emergent Bilingual	230	40.14
Bilingual	234	40.84%
English as a Second Language (ESL)	10	1.75%
Career and Technical Education (CTE)	0	0%
Free Lunch Participation	45	7.15%
Reduced Lunch Participation	46	8.03%
Other Economically Disadvantaged	400	69.81%
Gifted and Talented	0	0.00%
Special Education (SPED)	37	6.46%
Title I Participation	573	100.00%
Dyslexia	0	0.00%
Other Student Information		
At-Risk	365	63.70%
Economically Disadvantaged	508	88.66%
Title I Homeless	0	0.00%
Immigrant	5	0.87%
Limited English Proficient (LEP)	230	40.14%
Migrant	0	0.00%
Military Connected	7	1.22%
Foster Care	1	0.17%
CTE Single Parent/Pregnant Teen	0	0.00%

*2021 - 2022 Fall PEIMS file loaded 01/20/2022	Count	Percent
Section 504	3	0.52%
Intervention Indicator	4	0.70%

Enrollment by Race/ Ethnicity	16-17	17-18	18-19	19-20	20-21	21-22
African American	15.50%	16.20%	17.20%	19.41%	20.19%	22.76%
Hispanic	73.70%	74.90%	73.70%	70.68%	72.81%	68.92%
White	7.50%	5.80%	6.30%	6.23%	4.61%	5.97%
American Indian	0.00%	0.40%	0.50%	0.71%	0.48%	0.31%
Asian	0.60%	0.20%	0.20%	0.57%	0.64%	0%
Pacific Islander	0.00%	0.20%	0.40%	0.14%	0%	0%
Two or More Races	2.80%	2.30%	1.80%	2.27%	1.27%	2.04%
Enrollment by Student Group						
Economically Disadvantaged	77.00%	75.70%	62.20%	77%	77.74%	90.27%
English Language Learners	40.10%	37.70%	37.80%	35.84%	41.02%	38.30%
Special Education	6.10%	7.40%	8.90%	7.79%	7.47%	8.95%

Historical Attendance Rate	
16-17	94.32%
17-18	93.37%
18-19	93.25%
19-20	93.35%
20-21	93.54%
21-22	91.01%

Teachers by Ethnicity

	2018-19		2019-20		2020-21	
African American	7	21.30%	8	22.1%	9	23.1%
Hispanic	15	45.60%	19	52.5%	20	51.3%
White	10	30.10%	8	22.7%	9	23%
American Indian	0	0.00%	0	0%	0	0%
Asian	1	3%	1	2.8%	1	2.6%

Teachers by Degree Held

	2018-19		2019-20		2020-21	
No Degree	1	3.00%	0	0%	2	5.1%
Bachelors	22	66.80%	25	69%	20	51.3%
Masters	9.9	30.10%	11	31%	12	30.7
Doctorate	0	0.00%	0	0%	0	0%

Teachers by Experience

	2018-19		2019-20		2020-21	
Beginning Teacher	2	6.10%	7	19.3%	7	18%
1-5 Years	14	42.50%	12	33.1%	16	41%
6-10 Years	5	15.20%	5	13.8%	4	10.3%
11-20 Years	9	27.30%	9	24.9%	7	18%
More than 20 Years	3	8.80%	3	8.9%	5	12.8%

Demographics Strengths

Demographics Strengths

- Our staff is diverse and closely resembles our student demographic breakdown.
- All of our staff is state certified.
- Our teacher retention was 83% and that helps with consistency and campus level implementation of programs and strategies.
- 41% of our staff has six or more years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for more culturally diverse materials for the classrooms and library collections, especially in the classrooms, that reflect topics and characters from different cultural backgrounds. **Root Cause:** Our Hispanic and African American populations have shown a steady increase, while our white population has decreased

Student Achievement

Student Achievement Summary

Student Achievement

Sheldon ECA is striving to meet the goals set in literacy, especially in kindergarten reading levels. During the 2021-22 SY, we added an interventionist to our staff to address needs. In PK we have paraprofessionals supporting classrooms to provide small group instruction for struggling students. Each paraprofessional supports two classes.

MCLASS Dibels	BOY				MOY				EOY			
Skill	Well Above	On Track	Below	Well Below	Well Above	On Track	Below	Well Below	Well Above	On Track	Below	Well Below
Composite Score	31%	14%	17%	38%	23%	19%	17%	41%	28%	31%	16%	25%
Letter Names (LNF)	*	42%	16%	42%	*	50%	9%	41%	*	65%	11%	24%
Phonemic Awareness (PSF)	16%	31%	26%	27%	1%	20%	17%	62%	13%	13%	15%	59%
Letter Sounds (NWF-CLS)	22%	22%	17%	39%	22%	22%	17%	39%	25%	33%	16%	26%
Decoding (NWF-CLS)	*	26%	74%	*	14%	12%	7%	67%	30%	19%	10%	41%
Word Reading (WRF)	*	37%	73%	*	29%	31%	12%	28%	29%	28%	15%	28%

MCLASS IDEL	BOY			MOY			EOY		
Skill	On Track	Developing	Below	On Track	Developing	Below	On Track	Developing	Below
Instructional Recommendation	73%	5%	22%	41%	35%	24%	58%	21%	21%
Fluidez en Nombrar Letras	73%	5%	22%	63%	21%	16%	61%	25%	14%
Fluidez en la Segment de Fonemas	44%	26%	30%	32%	30%	38%	30%	29%	41%
Fluidez en las Palabras Sin Sentido	*	*	*	52%	16%	32%	68%	9%	23%

TRC English	Blue - Above	Green Proficient	Yellow - Below	Red Well Below
BOY	25%	42%	15%	18%
MOY	21%	20%	25%	34%
EOY	20%	27%	15%	38%

TRC Spanish	Blue - Above	Green Proficient	Yellow - Below	Red Well Below
BOY	2%	80%	9%	9%
MOY	25%	15%	30%	30%
EOY	20%	33%	17%	30%

		Kindergarten Reading Levels – DRA vs TRC		
	SY	Total Students	Met Benchmark	Did Not Meet Benchmark
SECA – Level 6 and above	20-21	445	45%	55%
SECA – Level 4 and above	20-21	445	57%	43%
SECA – Met/Masters – Level 4 (Eng)	21-22	256	47%	53%
SECA – Met/Masters – Level 4 (Spa)	21-22	132	43%	57%

			EOY Kindergarten Math		
	Total Students	Date Taken	Overall		
			Met Standard 41-58	Approaching 29-40	Did Not Meet Standard 0-28
Sheldon ECA 2021	317	04/26/21	69.09%	18.30%	12.62%
Sheldon ECA 2022	324	04/25/22	75.93%	12.35%	11.73%

Pre-Kindergarten CLI Summary	On Track (20-21)	On Track (21-22)
Book and Print Knowledge	90%	84%
Phonological Awareness	85%	88%
Optional PA	88%	89%
Math	90%	91%
Optional Math	90%	92%
Social Emotional Behaviors	81%	78%
Pre-Kindergarten CLI Summary (Spanish)	**On Track (20-21)**	**On Track (21-22)**
Book and Print Knowledge	92%	93%
Phonological Awareness	92%	96%
Optional PA	92%	97%
Math	95%	100%
Optional Math	13%	0%

Pre-Kindergarten CLI Summary	On Track (20-21)	On Track (21-22)
Social Emotional Behaviors	90%	94%

Student Achievement Strengths

Student Academic Achievement Needs

- mClass DIBELS need areas are phonemic awareness and decoding (KG) in English and fluency in segmenting phonemes in Spanish.
- EOY TRC scores went down in English compared to MOY scores and stayed the same in Spanish when comparing those two benchmarks.
- Phonemic Awareness in English was slightly below of our goal of 90%, scoring 88%.
- Book and Print Knowledge decreased by 6 percent points this year as compared with last year (PK English). All Spanish areas increased.

Student achievement, especially in the area of literacy, continues to show areas of improvement. Our campus will address this need by providing quality, targeted professional development in literacy that will impact classroom strategies, data-driven instruction and the implementation of best practices.

Student Achievement Strengths

- There is only a small achievement gap between the various demographic groups, including our LEP population, which is above the campus average, in some cases significantly above.
- PK phonemic awareness met the campus goal of at least 90% when considering all students
- 20% of our Kindergarten students exceeded the district benchmark for Reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Professional Learning offerings in literacy and math are not always grade-level appropriate for our teachers **Root Cause:** Professional Learning is usually geared towards elementary grades

School Culture and Climate

School Culture and Climate Summary

School Culture, and Climate

Parent Survey Results – March/April 2022

The school gives instruction that meets the individual needs of my child. La escuela da instrucción que satisface las necesidades individuales de mi hijo.

Very Satisfied %	47%
Satisfied %	35%
Neutral %	11%
Dissatisfied %	5%
Very Dissatisfied %	1%

My child's school gives excellent academic counseling and/or career planning services. La escuela de mi hijo ofrece excelente asesoramiento académico y / o servicios de planificación profesional.

Very Satisfied %	37%
Satisfied %	35%
Neutral %	24%
Dissatisfied %	3%
Very Dissatisfied %	0%

Overall, I am satisfied with the teachers and staff at this school. En general, estoy satisfecho con los maestros y el personal de esta escuela.

Very Satisfied %	51%
Satisfied %	35%
Neutral %	11%
Dissatisfied %	3%
Very Dissatisfied %	0%

Campus administration does a good job running my child's school. La administración de la escuela hace un buen trabajo dirigiendo la escuela de mi hijo(a).

Very Satisfied %	52%
Satisfied %	33%
Neutral %	11%
Dissatisfied %	3%
Very Dissatisfied %	1%

Teachers make learning interesting and relevant. Los profesores hacen que el aprendizaje sea interesante y relevante.

Very Satisfied %	54%
Satisfied %	33%
Neutral %	11%
Dissatisfied %	2%
Very Dissatisfied %	0%

The school is kept clean and in good condition. La escuela se mantiene limpia y en buenas condiciones.

Very Satisfied %	60%
Satisfied %	33%
Neutral %	5%
Dissatisfied %	1%
Very Dissatisfied %	1%

My child's school has explained the different tests used to determine student academic achievement to me. La escuela de mi hijo me explicó las diferentes pruebas que se usaron para determinar los logros académicos de los estudiantes.

Very Satisfied %	35%
Satisfied %	24%
Neutral %	26%
Dissatisfied %	9%
Very Dissatisfied %	5%

My child feels safe at school. Mi hijo(a) se siente seguro en la escuela.

Very Satisfied %	52%
Satisfied %	42%
Neutral %	7%
Dissatisfied %	0%
Very Dissatisfied %	0%

My child feels safe on the bus. Mi hijo(a) se siente seguro en el autobús.

Very Satisfied %	49%
Satisfied %	26%
Neutral %	25%
Dissatisfied %	0%
Very Dissatisfied %	0%

My child's school is proactive against bullying and responds appropriately to any incidences of bullying. La escuela de mi hijo es proactiva contra la intimidación y responde adecuadamente a cualquier incidencia de intimidación.

Very Satisfied %	41%
Satisfied %	30%
Neutral %	27%
Dissatisfied %	1%
Very Dissatisfied %	1%

The school maintains high academic standards and expectations for all students. La escuela mantiene altos estándares académicos y expectativas para todos los estudiantes.

Very Satisfied %	47%
Satisfied %	32%
Neutral %	18%
Dissatisfied %	3%
Very Dissatisfied %	0%

School staff treats me with respect. El personal de la escuela me trata con respeto.

Very Satisfied %	64%
Satisfied %	33%
Neutral %	2%
Dissatisfied %	0%
Very Dissatisfied %	1%

My child's school communicates with me in a language that I can understand. La escuela de mi hijo se comunica conmigo en un idioma que puedo entender

Very Satisfied %	75%
Satisfied %	23%
Neutral %	2%
Dissatisfied %	0%
Very Dissatisfied %	0%

Discipline rules are consistently and fairly enforced at my child's school. Las reglas de disciplina se aplican de manera consistente y justa en la escuela de mi hijo(a).

Very Satisfied %	45%
Satisfied %	38%
Neutral %	13%
Dissatisfied %	3%
Very Dissatisfied %	0%

 My child's school gives opportunities for and encourages me to participate in parent/teacher conferences. La escuela de mi hijo(a) ofrece oportunidades y me anima a participar en las conferencias de padres y maestros.

Very Satisfied %	48%
Satisfied %	27%
Neutral %	20%
Dissatisfied %	4%
Very Dissatisfied %	0%

 The school and district value parent/community feedback. La escuela y el distrito valoran los comentarios de los padres / la comunidad.

Very Satisfied %	**49%**
Satisfied %	35%
Neutral %	15%
Dissatisfied %	0%
Very Dissatisfied %	0%

My child's school provides parents with the training and materials to help me support my child at home. La escuela de mi hijo (a) proporciona a los padres la capacitación y los materiales para ayudarme a apoyar a mi hijo(a) en casa.

Very Satisfied %	**44%**
Satisfied %	27%
Neutral %	21%
Dissatisfied %	8%
Very Dissatisfied %	0%

The school and district have provided access to the parent engagement policies and the parent/school compact via district website or paper copy. La escuela y el distrito han proporcionado acceso a las políticas de participación de los padres y al pacto entre la escuela y los padres a través del sitio web del distrito o una copia en papel.

Very Satisfied %	**43%**
Satisfied %	33%
Neutral %	21%
Dissatisfied %	2%
Very Dissatisfied %	1%

I feel the school district adequately informs me about issues and major decisions regarding crisis situations, academic programs, student growth, school finance, school calendar, district policies, etc./Siento que el distrito escolar me informa adecuadamente sobre problems y decisiones importantes con respecto a crisis situaciones, programas academicos, crecimiento estudiantil, finanzas escolares, calendario escolar, politicas del distrito, etc.

Very Satisfied %	**47%**
Satisfied %	35%
Neutral %	13%
Dissatisfied %	3%
Very Dissatisfied %	1%

What overall grade would you give your child's school? ¿Qué grado general le daría a la escuela de su hijo(a)?

A	60%
B	26%
C	10%
D	3%
E	0%
F	0%

Staff Culture and Climate Survey Results – December 2021

Strengths

- I feel motivated to contribute to my current duties and work assignment - 77%
- I feel physically safe at work - 74%
- I am planning to return for the 22-23 SY - 67%
- I feel supported by my supervisor - 67%
- I enjoy working for my principal - 67%

Weaknesses

- I am successfully able to manage my work/home balance with little to no stress - 41%
- I have found students to be more motivated and engaged this SY than last SY - 41%
- I have seen more discipline issues among students this SY than last SY - 46%
- I have adequate time to successfully accomplish my job responsibilities - 51%

Sheldon ECA is a professional learning community at its core and members of our community - students, teachers, staff, parents and community stakeholders - are striving to be life-long learners. Firmly believing that every child can learn if we provide a strong learning environment, we purposefully plan engaging instruction for our students using the latest pedagogy and best teaching practices, our staff is highly trained and motivated to do what's best for our students on a daily basis. The sole purpose for our family engagement is to educate our parents on how to be the best partners in their child's education, including workshops and family learning nights that focus on how we teach students in the curriculum, what the reading data shows and how they can impact student achievement at home.

Student attendance is a constant concern at SECA because chronic student absences lead to gaps in student achievement. Unfortunately, for most of our students, when they miss the district bus in the morning, they do not attend school. Our ADA was just above 91% in 2021-22, despite it being a major focus for parent education and parent conferences.

Parent communication and support is strong, and we are always looking for ways to more effectively acclimate new parents to the district in Pre-K in order to create strong educational partnerships. Other notable strengths on our campus include high participation in our parent involvement events and positive scores in our parent survey.

Responding to needs addressed in our staff and parent surveys in recent years, we have successfully added ClassDojo to impact positive behavior incentives and parent communication to showcase our students and their achievements. Communication with our parents benefits from daily messages on ClassDojo, campus-wide announcements on ClassDojo and monthly newsletters that describe opportunities to attend school events. Our district parent survey showed that 86% of parents gave our school a grade of A or B.

School Culture and Climate Strengths

Strengths

- According to the parent survey, 87% of parents are either very satisfied or satisfied with the way teachers make learning interesting and relevant. They are also very satisfied or satisfied with the teachers and staff at our school (87%) as well as with the school administration (85%)
- Several committees have worked together to plan and execute activities for students such as the Polar Express, Spring Fling, train ride and bouncy houses in order to create a positive environment for students and community
- Parent communication and support is strong through Class Dojo, School Messenger teacher daily communication folders and monthly newsletter
- 86% of parents awarded the campus with a grade of A or B.

Needs

- Attendance did not make the goal, which was 95% and was 91%

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention

Teachers by Ethnicity						
	2018-19		**2019-20**		**2020-21**	
African American	7	21.30%	8	22.1%	9	23.1%
Hispanic	15	45.60%	19	52.5%	20	51.3%
White	10	30.10%	8	22.7%	9	23%
American Indian	0	0.00%	0	0%	0	0%
Asian	1	3%	1	2.8%	1	2.6%

Teachers by Degree Held						
	2018-19		**2019-20**		**2020-21**	
No Degree	1	3.00%	0	0%	2	5.1%
Bachelors	22	66.80%	25	69%	20	51.3%
Masters	9.9	30.10%	11	31%	12	30.7
Doctorate	0	0.00%	0	0%	0	0%

Teachers by Experience						
	2018-19		**2019-20**		**2020-21**	
Beginning Teacher	2	6.10%	7	19.3%	7	18%
1-5 Years	14	42.50%	12	33.1%	16	41%
6-10 Years	5	15.20%	5	13.8%	4	10.3%
11-20 Years	9	27.30%	9	24.9%	7	18%
More than 20 Years	3	8.80%	3	8.9%	5	12.8%

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Growth was observed in DIBELS, IDEL and math
- FSA scores increased throughout the year
- An interventionist position was added to our staff
- PK EOY PA scores met the goal of 90%
- We have a mentoring/buddy program that supports new teachers, both new to the profession and new to the district
- We conducted several math training sessions during PLC
- Reading Academy helped by district personnel providing constructive feedback

Weaknesses

- Teacher absences and low substitute fill rate affect instruction in the classroom
- Teacher retention rate this year was 83% compared to 87% last year
- TRC scores did not meet the goal of 76%

Needs

- More training in Guided Reading based on TRC scores
- More training is needed in Phonics, based on mClass data

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

<u>Curriculum, Instruction, and Assessment</u>

Literacy acquisition is focused on phonics, sight words and moving into reading. This is emphasized in whole group, literacy stations, and small group intervention settings.

Our full-day Pre-K and Kindergarten program is open to all students in the district and are designed to create young students who are successful students in the academic and social-emotional arena, with a special focus on building strong readers before entering first grade.

This year, the Dual Language began in Pre-K with a 1-way program for ELL students and continued in Kindergarten to include 2-way classrooms that utilize a 50/50 model of linguistic instruction and transitional classrooms where they utilized a 80/20 model. This configuration will change for next school year based on our Multilingual Department new guidelines

Our Response to Intervention team meets regularly to identify struggling students and the program is integrated with our interventions (mClass, Esperanza, CLI, Guided Reading, Guided Math) to meet the needs of the individual learner.

Curriculum, Instruction, and Assessment Strengths

Strengths

- PLC time was increased for this school year and will continue for next year at 75 minutes per week.

Needs

- We need instructional materials to complement our curriculum, especially in PK, where we are implementing Fueling Brains.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement, Engagement

The sole purpose for our family and community engagement is to educate our parents and stakeholders on how to be the best partners in their child's education. This includes heavy engagement activities such as parent workshops and family learning nights that focus on how we teach students in the curriculum, what the reading data shows and giving them training/materials to impact student achievement at home. Parents and community members are able to learn about campus procedures and programs and provide feedback through our volunteer program, our Site-based Decision-making Committee, Parent Advisory Council, and Watch D.O.G.S program. There are also several events during the year that are opportunities for our professional learning community to come together and celebrate our students, such as Trunk or Treat, community lunches, musical programs and art shows. To continue our commitment to building a strong home-to-school partnership, campuses with 25 or more students enrolled witha a home language other than English and Spanish will be required to provide communication in that language.

Parent Survey Results – March/April 2022

My child's school gives opportunities for and encourages me to participate in parent/teacher conferences. La escuela de mi hijo(a) ofrece oportunidades y me anima a participar en las conferencias de padres y maestros.

Very Satisfied %	48%
Satisfied %	27%
Neutral %	20%
Dissatisfied %	4%
Very Dissatisfied %	0%

The school and district value parent/community feedback. La escuela y el distrito valoran los comentarios de los padres / la comunidad.

Very Satisfied %	49%
Satisfied %	35%
Neutral %	15%
Dissatisfied %	0%
Very Dissatisfied %	0%

My child's school provides parents with the training and materials to help me support my child at home. La escuela de mi hijo (a) proporciona a los padres la capacitación y los materiales para ayudarme a apoyar a mi hijo(a) en casa.

Very Satisfied %	44%
Satisfied %	27%
Neutral %	21%
Dissatisfied %	8%
Very Dissatisfied %	0%

The school and district have provided access to the parent engagement policies and the parent/school compact via district website or paper copy. La escuela y el distrito han proporcionado acceso a las políticas de participación de los padres y al pacto entre la escuela y los padres a través del sitio web del distrito o una copia en papel.

Very Satisfied %	43%
Satisfied %	33%
Neutral %	21%
Dissatisfied %	2%
Very Dissatisfied %	1%

I feel the school district adequately informs me about issues and major decisions regarding crisis situations, academic programs, student growth, school finance, school calendar, district policies, etc./Siento que el distrito escolar me informa adecuadamente sobre problems y decisiones importantes con respecto a crisis situaciones, programas academicos, crecimiento estudiantil, finanzas escolares, calendario escolar, politicas del distrito, etc.

Very Satisfied %	47%
Satisfied %	35%
Neutral %	13%
Dissatisfied %	3%
Very Dissatisfied %	1%

My child's school communicates with me in a language that I can understand. La escuela de mi hijo se comunica conmigo en un idioma que puedo entender

Very Satisfied %	75%
Satisfied %	23%

Very Satisfied %	**75%**
Neutral %	2%
Dissatisfied %	0%
Very Dissatisfied %	0%

Parent and Community Engagement Strengths

Family and Community Involvement, Engagement Strengths:

Strengths

* Parents receive communication in their preferred language based on 98% of parents satisfied with this
* Two Family Literacy nights were provided
* Parent/Family communication is strong and utilizes different media, including ClassDojo, email, newsletters
* A parent survey was implemented to get parent/family feedback on our practices

Weaknesses

* Parents mostly get involved in activities that are not necessarily tied to academics

Needs

* Parents are involved in campus activities, but not necessarily engaged in student learning
* Implement sharing of resources utilizing different media, such as instructional videos
* Implement more parent incentives to get involved in their child's education in the form of gift cards and other incentives
* Better advertising for our Family nights, different instructional activities shared and considering providing food for parents/families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents are involved in our campus but are not actively engaged in the academic growth of their child. **Root Cause:** Parents don't perceive themselves as an active partner in their child's education.

School Context and Organization

School Context and Organization Summary

School Context and Organization

Leadership team (Principal, AP, Counselor, Instructional Coaches) meet weekly to discuss current trends and data in academics, discipline and attendance. There are also lead teachers in each grade level team, activity team and special education.

The Site-based Decision-Making Committee has representation from all stake holder areas and assists with the implementation and evaluation of all operations and programs on the campus.

School Context and Organization Strengths

Strengths

- Our school process and programs strengths include:
  - Balanced Literacy (English) successful implementation with quality materials.
  - Our master schedule provided opportunities for teachers to meet as a team once a week to plan and review coming curriculum.

Technology

Technology

Technology at the early childhood level is integrated in the classroom through touchscreen devices (ipads and interactive projectors and monitors) and in our S.T.E.A.M. lab and classroom integrations. Students are using technology for research, presentation, creation, and assessment. Our district started the implementation of a 1 to 1 device model this year. The program needs to be improved and the district is working on providing new devices for our school that will get us a lot closer to this goal.

Technology Strengths

Strengths

- 8 interactive boards were acquired this year to better equip our classrooms

Weaknesses

- A great number of iPad were missing chargers

Need

- Acquiring more iPad chargers to ensure 1 to 1 implementation is successful in all classrooms
- Spanish technology apps/sites, especially for our Spanish Learners

Priority Problem Statements

Problem Statement 1: There is a need for more culturally diverse materials for the classrooms and library collections, especially in the classrooms, that reflect topics and characters from different cultural backgrounds.

Root Cause 1: Our Hispanic and African American populations have shown a steady increase, while our white population has decreased

Problem Statement 1 Areas: Demographics

Problem Statement 2: Professional Learning offerings in literacy and math are not always grade-level appropriate for our teachers

Root Cause 2: Professional Learning is usually geared towards elementary grades

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Parents are involved in our campus but are not actively engaged in the academic growth of their child.

Root Cause 3: Parents don't perceive themselves as an active partner in their child's education.

Problem Statement 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Sheldon Early Childhood Academy will maximize learning for ALL.

Performance Objective 1: By June 2023, the percent of students in Pre-Kindergarten who successfully meet the standard on the district benchmark in Phonemic Awareness based on CLI CIRCLE assessments in their first language will increase from 88% to 90% in English and remain at a minimum of 90% in Spanish.

By June 2023, the percent of students in Pre-Kindergarten who successfully meet the standard on the district benchmark in Book and Print Awareness based on CLI CIRCLE assessments in their first language will increase from 84% to 90% in English and remain at a minimum of 90% in Spanish.

By June 2023, the percent of students in Kindergarten who successfully meet the standard on the district reading level benchmark in their first language based on TRC levels will increase from 47% to 76% in English and from 53% to 76% in Spanish.

High Priority

Evaluation Data Sources: CLI CIRCLE Assessment
TRC benchmark assessments

Strategy 1 Details	Reviews			
Strategy 1: To address the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards, Sheldon ECA will increase the amount of materials and supplies in both English and Spanish for Balanced Literacy, Guided Reading, phonics, decodable books, and intervention materials, including online platforms. October 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: By equipping our classrooms with instructional materials that directly address gaps in students' learning, such as decoding and letter naming, our students are provided better opportunities to work on essential skills both during whole group and small group instruction, including station work.
    Staff Responsible for Monitoring: Administrators, Campus Instructional Specialists, Team Leads
 	
    TEA Priorities:
Build a foundation of reading and math
 - **Additional Targeted Support Strategy**
    Funding Sources: Instructional materials and supplies - 211-Title I - $5,000				

Strategy 2 Details		Reviews			
Strategy 2: Increase the number of culturally diverse materials in our main library and especially in our classroom libraries in order to provide opportunities for all students, including economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners, to meet the challenging State academic standards. October 2022		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: A balanced number of culturally diverse titles in both the main library and in classroom libraries will help our staff be able to create opportunities for our students to experience culturally diverse instructional activities. **Staff Responsible for Monitoring:** Administration, Campus Instructional Specialists **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Culturally diverse books for the main library and classroom libraries - 211-Title I - $5,000					

Strategy 3 Details		Reviews			
Strategy 3: Purchase touch screen monitors for classrooms to promote the use of technology as an intervention tool in the classrooms. September 2022		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students and teachers have better technological tools at their disposal to engage in academic tasks, which increased student engagement as observed in classroom visits by the leadership team. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Touch Screen interactive monitors (4) - 211-Title I - $12,000					

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

Goal 1: Sheldon Early Childhood Academy will maximize learning for ALL.

Performance Objective 2: By June 2023, the percent of students in Pre-Kindergarten who successfully meet the standard on the district benchmark in math based on CLI CIRCLE assessments will increase from 95% to 98%.

By June 2023, the percent of students in Kindergarten who successfully meet the standard on the district math assessment will increase from 76% to 85% and the percent of students in Kindergarten who approach the standard on the district math assessment will increase from 12% to 15%

High Priority

Evaluation Data Sources: CLI CIRCLE Assessment
Math District Assessments
Eureka Math
iReady

Strategy 1 Details	Reviews			
Strategy 1: To address the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards, Sheldon ECA will increase the amount of materials and supplies in both English and Spanish for math instruction, including manipulatives and online platforms. October 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By equipping our classrooms with math instructional materials that directly address gaps in students' learning, such as number sense and problem solving, our students are provided better opportunities to work on essential skills both during whole group and small group instruction, including station work. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Specialists, Team Leads **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Instructional Materials and Supplies - 211-Title I - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: To provide opportunities for all students meet the challenging State academic standards, Sheldon ECA will provide STEAM kits, materials and supplies for for the integration of STEAM in every classroom. September 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Providing students with opportunities to experience STEAM activities in the lab and in the classrooms improves their math and science skills, which ultimately helps with problem solving abilities. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Specialists **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** STEAM materials and supplies - 211-Title I - $2,000				

Strategy 3 Details	Reviews			
Strategy 3: Develop interactive hallway walls, including outside our STEAM Lab, so that students can practice various STEAM skills in an interactive and collaborative environment. October 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Providing students with opportunities to experience STEAM activities in the lab and in the classrooms improves their math and science skills, which ultimately helps with problem solving abilities. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Specialists **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** STEAM materials and supplies - 211-Title I - $1,000				

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

Goal 1: Sheldon Early Childhood Academy will maximize learning for ALL.

Performance Objective 3: By June 2023, the percentage of students in Special Education who are meeting expectations on their IEP goals will increase from 85% to 90%.

Evaluation Data Sources: Individual Student IEP Data
eSPED Data

Strategy 1 Details	Reviews			
Strategy 1: To support the needs of all students to meet the challenging State academic standards, including our students with disabilities, Sheldon ECA will provide materials and supplies in both English and Spanish to meet the needs of our Early Childhood Special Education students, including those that receive instruction in our ECSE classrooms and in mainstream classrooms. November 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: By equipping our classrooms with instructional materials that directly address gaps in special education students' learning, our students are provided better opportunities to work on essential skills both during whole group and small group instruction, including station work.
 	
    Staff Responsible for Monitoring: Administrators, Campus Instructional Specialists, Special Education Teachers
 	
    TEA Priorities:
Build a foundation of reading and math
 - **Additional Targeted Support Strategy**
    Funding Sources: academic supplies and materials - 211-Title I - $1,000				

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

Goal 1: Sheldon Early Childhood Academy will maximize learning for ALL.

Performance Objective 4: By June 2023, our Average Daily Attendance average will increase from 91% to 96%, based on our final ADA report.

Evaluation Data Sources: ADA reports
School-wide and classroom incentive programs

Strategy 1 Details	Reviews			
Strategy 1: Provide student and family attendance incentives such as incentive wheel and preferred parking spots, and increase parent communication about absences and the importance of coming to school. November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Daily attendance rate for students increases and the number of chronic absences decreases. **Staff Responsible for Monitoring:** Campus Administrators, Counselor **Additional Targeted Support Strategy** **Funding Sources:** Various attendance incentive materials - 211-Title I - $2,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Sheldon Early Childhood Academy will maximize learning for ALL.

Performance Objective 5: By June 2023, we will provide campus visits to help Kindergarten students transition to their elementary campuses for next year, as evidenced by student participation in transition visits.

Evaluation Data Sources: Transition visit schedule
Student Attendance

Strategy 1 Details	Reviews			
Strategy 1: Sheldon ECA will provide a transition visit for each Kindergarten student to visit their elementary campus for next year in May 2023 if the then-current situation permits.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student transition visits to the elementary campuses in May 2023 will help students have a better transition between our early childhood campus and elementary. **Staff Responsible for Monitoring:** Counselor, Administrators	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Sheldon Early Childhood Academy will attract, develop and retain highly-effective staff.

Performance Objective 1: By June 2023, 100% of our Pre-K and Kindergarten teachers will demonstrate knowledge in the delivery of Guided Reading practices.

By June 2023, 100% of our classroom teachers and instructional paraprofessionals will receive training in Behavior Management.

High Priority

Evaluation Data Sources: Teacher professional development sign in sheets
Observation checklist

Strategy 1 Details	Reviews			
Strategy 1: Sheldon ECA will provide continued professional development in Guided Reading for classroom teachers to support literacy centers and intervention groups in order to be able to use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education to all students, including economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners, to meet the challenging State academic standards. September 2022, November 2022, February 2023	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By providing our teachers with professional learning opportunities we equip them with the needed tools to manage challenging behaviors so they can maximize learning time in the classroom. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Hiring a consultant to deliver trainings - 211-Title I - $9,000				

Strategy 2 Details	Reviews			
Strategy 2: Sheldon ECA will provide training and in-class support for teachers in Behavior Management, including common areas such as the playground. August 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: By addressing behavior management, our staff will be able to maximize learning time.
Staff Responsible for Monitoring: Administrators

TEA Priorities:
Recruit, support, retain teachers and principals
Funding Sources: - 199-General funds - $0

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

Goal 2: Sheldon Early Childhood Academy will attract, develop and retain highly-effective staff.

Performance Objective 2: During the 2022-2023 school year, we will increase the number of teachers attending the Rice University Classroom Storytelling program to at least 3 to impact oral literacy among all our students, especially those at risk of not meeting the rigorous state standards.

High Priority

Evaluation Data Sources: Rice Storytelling Project teacher participation
Dictation of student stories as observed during classroom visits

Strategy 1 Details	Reviews			
Strategy 1: During the 2022-2023 school year, we will increase the number of teachers attending the Rice University Classroom Storytelling program to at least 3 based on teacher interest to impact oral literacy. September 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased knowledge of oral literacy and storytelling elements at the Pre-K and Kindergarten level. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Specialists, participating staff members **Funding Sources:** Registration costs for Classroom storytelling project - 211-Title I - $9,000				
0% No Progress 100% Accomplished → Continue/Modify ✘ Discontinue				

Goal 2: Sheldon Early Childhood Academy will attract, develop and retain highly-effective staff.

Performance Objective 3: During the 2022-2023 school year, we will build capacity in our teacher leaders and school leadership team by ensuring that 100% of them participate in learning opportunities at the campus, district and local levels.

Evaluation Data Sources: Sign-in sheets
Implementation of strategies

Strategy 1 Details	Reviews			
Strategy 1: During the 2022-2023 school year, we will build capacity in our teacher leaders and school wide systems through executive leadership coaching and professional learning for our leadership team. September 2022, October 2022, November 2022, January 2023, February 2023, March 2023, April 2023	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Developing our school instructional leaders is a key step to affect change throughout the campus by providing leaders with the necessary tools to support teachers and students and move to our academic goals. Attending professional learning opportunities gives our campus leaders access to these tools. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Registration fees, books, learning materials - 211-Title I - $3,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Sheldon Early Childhood Academy will continue to build positve, productive relationships with parents, families, and community members.

Performance Objective 1: By June 2023, we will continue to have at least 5 parent and family events, including workshops, academic nights, informational sessions, that engage them in current strategies to support academic achievement at home.

High Priority

Evaluation Data Sources: School even sign-in sheets
Distributed materials
School newsletters
Parent feedback sheet
Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide parents and families with workshops and events designed to engage and educate them in current strategies to support learning at home, while promoting parent and family participation in such workshops and events by offering at least two events on flexible dates and times. September 2022, October 2022, January 2023, February 2023, March 2023	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents and families will receive guidance and resources to be better prepared to help their children continue learning at home and be more successful at school. **Staff Responsible for Monitoring:** Administrators, staff **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplies and materials - 211-Title I - Parent Engagement - $500				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Sheldon Early Childhood Academy will continue to build positve, productive relationships with parents, families, and community members.

Performance Objective 2: By June 2023, we will increase parent engagement in campus activities during the 2022-2023 school year from an average of 25 attendees to an average of 50 attendees as evidenced by sign-in sheets.

Evaluation Data Sources: Parent and Family event sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for parent engagement, such as Family Literacy Series, Jagger and Me, Breakfast with Buddies, Parent Cafe lunch area, Parent Advisory Council, Site-Based Decision Making Council and parent workshops, including hospitality items for events. September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parent involvement on committees, parent surveys, family involvement in reading activities, community attendance at campus events. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** Supplies, materials and hospitality - 211-Title I - Parent Engagement - $1,500				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Sheldon Early Childhood Academy will continue to build positve, productive relationships with parents, families, and community members.

Performance Objective 3: By June 2023, we will enhance our parent volunteer program by increasing the number of parent participants from 50 to 80 and reaching at least 80% of the participation in the classrooms as permitted by then-current circumstances.

Evaluation Data Sources: Volunteer sign-in sheets
School newsletters
Parent feedback sheet
Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide parents with opportunities to volunteer at SECA, especially in the classrooms, promoting parent participation in classroom activities, as permitted by the current COVID-19 situation. September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increasing parent and family engagement in school activities will promote a culture of high academic expectations among our students and families. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** Supplies and materials - 211-Title I - Parent Engagement - $500				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Sheldon Early Childhood Academy will ensure a safe and positive environment.

Performance Objective 1: During the 2022-2023 school year, we will keep the number of office referrals under 5 based on our end of year discipline reports.

Evaluation Data Sources: PEIMS Discipline Reports
Front Office referrals
Classroom referrals

Strategy 1 Details	Reviews			
Strategy 1: Provide the support and training for classroom teachers for the implementation of our campus-wide PBIS system, including strategies to address Social, Emotional Learning in the classroom as well as our discipline management system. September 2022, October 2022 **Strategy's Expected Result/Impact:** Observation of student success in meeting campus expectations, CHAMPs implementation and teachers utilizing strategies throughout the campus by June 2020. **Staff Responsible for Monitoring:** Administrators Counselor, Behavior Interventionist **Funding Sources:** PBIS training, supplies and materials - 211-Title I - $1,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Purchase Spirit Sticks from Spirit Monkey for school-wide student incentives for a variety of events and achievements. September 2022 **Strategy's Expected Result/Impact:** Students earning incentives and wearing spirit sticks on backpacks to increase desired behaviors **Staff Responsible for Monitoring:** Administrators, Counselor **Funding Sources:** Spirit Sticks supplies - 211-Title I - $1,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: To promote a well-rounded education for our students, teachers will receive training in best practices in common areas, including the playground, that will stress the importance of positive and safe behaviors. September 2022 **Strategy's Expected Result/Impact:** Increased student safety through the implementation of strategies and expectations that help promote positive, safe student behavior. **Staff Responsible for Monitoring:** Administrators, PE Coach **Funding Sources:** - 211-Title I - $180	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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

Goal 5: Sheldon Early Childhood Academy will maintain and monitor systems to ensure financial accountability and responsibility.

Performance Objective 1: Monitor the spending of our budget so that at least 80% of the overall budget is spent by the end of December 2022.

Evaluation Data Sources: Expenditure logs

Strategy 1 Details	Reviews			
Strategy 1: Monitor the spending of our budget so that 80% of the overall budget is spent by the end of December 2022. October 2022, December 2022 **Strategy's Expected Result/Impact:** Budget spending is impacting instruction earlier in the school year. **Staff Responsible for Monitoring:** Campus administrators	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Title I Personnel

Name	Position	Program	FTE
Melanie Holmes	Interventionist/Coach	Title I	1.0

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$0.00
				Sub-Total	$0.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional materials and supplies		$5,000.00
1	1	2	Culturally diverse books for the main library and classroom libraries		$5,000.00
1	1	3	Touch Screen interactive monitors (4)		$12,000.00
1	2	1	Instructional Materials and Supplies		$5,000.00
1	2	2	STEAM materials and supplies		$2,000.00
1	2	3	STEAM materials and supplies		$1,000.00
1	3	1	academic supplies and materials		$1,000.00
1	4	1	Various attendance incentive materials		$2,000.00
2	1	1	Hiring a consultant to deliver trainings		$9,000.00
2	2	1	Registration costs for Classroom storytelling project		$9,000.00
2	3	1	Registration fees, books, learning materials		$3,000.00
3	1	1	Supplies and materials	Parent Engagement	$500.00
3	2	1	Supplies, materials and hospitality	Parent Engagement	$1,500.00
3	3	1	Supplies and materials	Parent Engagement	$500.00
4	1	1	PBIS training, supplies and materials		$1,000.00
4	1	2	Spirit Sticks supplies		$1,000.00
4	1	3			$180.00
				Sub-Total	$58,680.00