# Sheldon Independent School District

# Sheldon Elementary

# 2022-2023 Campus Improvement Plan

**Accountability Rating: B**



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

# Mission Statement

Sheldon Elementary will provide the foundation to grow independent learners for college and career readiness to succeed in a diverse, ever-changing world.

# Vision

Sheldon Elementary aspires to be a distinguished campus by empowering our students to maximize their potential for college and career readiness.

# Value Statement

Our vision includes the belief that:

Sheldon Elementary community believes that our students will achieve their full potential:

By engaging our students academically through Science, Technology, Engineering, and Science that provides them with a culture of high expectations, mutual respect, and encouragement. Sheldon Elementary will provide students with a strong academic program that embraces individualism and diversity. We will encourage students to become self-directed that hold students individually accountable for their school accomplishments and progress. We will ensure that students feel safe and respected and create learners that connect with experiences within the school and beyond the classroom.

## School Profile

Sheldon Elementary is one of six campuses in Sheldon Independent School District. Sheldon Elementary was built in 1957 and rebuilt in 2004. Sheldon Elementary servers predominantly low socio-economic families from around the area. Sheldon Elementary will serve approximately 575 students in grades 1st through 5th for the 2021-2022 school year. Sheldon Elementary became a National STEM campus in 2019.

# Table of Contents


Comprehensive Needs Assessment 5
- Needs Assessment Overview 5
- Demographics 7
- Student Achievement 11
- School Culture and Climate 17
- Staff Quality, Recruitment, and Retention 18
- Curriculum, Instruction, and Assessment 19
- Parent and Community Engagement 20
- School Context and Organization 21
- Technology 22

Priority Problem Statements 23

Comprehensive Needs Assessment Data Documentation 25

Goals 27
- Goal 1: Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus and maximize learning for all students. Performance Goal: By June 2023, Sheldon Elementary will increase overall STAAR component score from 42 to 48 by increasing the number of students who achieve meets and masters. 28
- Goal 2: Sheldon Elementary will attract, develop and retain highly effective staff. Performance Goal: Support teachers in their attainment of proficiency as defined by the T-TESS instrument. 41
- Goal 3: Sheldon Elementary will promote parent/community engagement. Performance Goal: Increase parental involvement across the district. 44
- Goal 4: Sheldon Elementary will ensure a safe and positive environment. Performance Goal: 1. To implement and maintain the Multi-Hazard Emergency Operations Plan (MHEOP). 2. To maintain and meet standards of the SISD building audits district-wide. 3. To develop and maintain a campus safety committee that is in line with the requirements for the State of Texas. 46
- Goal 5: Sheldon Elementary will provide financial accountability. Performance Goal: Support teachers and staff financially that will assist in increasing student performance in Reading Math and Science on STAAR. 48

Title I Personnel 49

Campus Funding Summary 50

# Comprehensive Needs Assessment

**Revised/Approved: June 20, 2022**

## Needs Assessment Overview

**Needs Assessment Overview Summary**

### Comprehensive Needs Assessment

**Revised/Approved: Meeting1: May 26, 2022 and Meeting 2: June 20, 2022**

**Meeting1: May 26, 2022**

| Britton West | Teacher |
|---|---|
| Marilyn Spikes | Teacher |
| Michelle Garcia | Teacher |
| Ashley Smith | Teacher |
| V. Garza | Teacher |
| M. Vallejo | Teacher |
| Jana Rolling | Principal |
| Kristen Hayes | Parent |
| Lisa Sprehe | Interventionist |

**Meeting 2: June 20, 2022**

| Britton West | Teacher |
|---|---|
| Michelle Garcia | Teacher |
| V. Garza | Teacher |
| M. Vallejo | Teacher |
| Jana Rolling | Principal |
| Kristen Hayes | Community Member |
| Lisa Sprehe | Interventionist |

**Needs Assessment Overview**

The Site-Based Decision Making Committee reviewed various data to evaluate the overall goals of the campus, to complete the campus program evaluation, and to outline components of a needs assessment.  These steps were facilitated during planning meeting on two dates, May 26, 2022 and June 20, 2022.

***Campus Targets:*** The 2022 STAAR data were used to determine the needs of the campus.

The campus will focus on increasing student growth and student achievement.

The campus will continue to focus on improving teaching and learning.

In an effort to produce continuous improvement across all grade levels and student demographic populations, the following priorities will be the primary focus areas that will drive our work for the 2022-2023 school year.

1a. Improve the approach of Tier I Instruction where teachers differentiate content, process, products, and/or the learning environment.

2a. Implement Best Practices district-wide and monitor and monthly classroom observations.

3a. Participated in Alignment Walks with district and campus leadership and curriculum coordinators.

4a. Support EL and special education students.

5a. Identify and implement evidence-based strategies to address the needs of EL students as it relates to language acquisition.

**Based on campus trends in student achievement data, the following areas were identified as critical needs for the 2022-2023 school year:**

1. Student reading achievement continues to show significant numbers of students in 2nd and 3rd grades are not on grade level. We will impact this need by building a balanced literacy library, providing grade-level specific classroom libraries, hands-on materials for small group instruction, and professional development on best practices in developing student literacy. In addition, providing students with a school-wide program that gets the school and parents involved in reading will be needed. Amplify will be used for intervention and there will be a push for using the platform at home as well.
2. Student achievement in math and science is effectively impacted by hands-on manipulatives and small group instruction. We will continue to provide these materials to support struggling students in closing the achievement gaps included but not limited to those identified among sub-populations. I-Ready and STEM Scopes have assisted in the intervention process and will be needed to continue to see an increase in math and science.
3. In order to build a strong communication structure and home-school connections, we will adopt a campus-wide system that allows for multiple layers of communication among teachers, students, parents, and the campus.
4. The campus will conduct multiple family learning events that will focus on a variety of content and best practice topics to provide opportunities for parents to learn how to support their students' academic achievement. In these events, the campus will provide materials and resources that support parents' academic support at home, how to access grades and resources, and incentives to promote parent/student attendance and participation.
5. To continue to build college and career readiness among the students, students will continue to utilize AVID strategies that include organizational tools and strategies for the classroom. Professional development on best practices on AVID strategies for teachers will be provided to build capacity among the staff.
6. Provide tutorials for all students in Reading/Writing, Math, and Science during school, before school, and after school that targets content areas of concern and to increases student achievement.

On August 25, 2022, The Instructional Core Team of Sheldon Elementary met to review STAAR data and instructional goals. During this meetings, campus academic goals for 3rd-5th grades were established based on Sheldon ISD district goals of 44 component score and previous year student data.

**Campus Academic Goals Approved: Meeting: August 25, 2022**

| Jana Rolling | Principal |
|---|---|
| Mindi Becker | Assistant Principal |
| Judith Johnson | ELAR Instructional Specialist |
| Kathleen Lever | ELAR Instructional Specialist |
| Luzdivina Cantu | Math Instuctional Specialist |
| Angela Walker | Math Instuctional Specialist |
| J. Reed | Interventionist |
| Lisa Sprehe | Interventionist |

On September 8, 2022, The 22-23 Site-Based Decision Making Committee reviewed and approved 22-23 campus improvement plan. Meeting paticipants are listed below.

| Jana Rolling | Principal |
|---|---|
| Jarea Hymon | Teacher |
| Michelle Garcia | Teacher |
| Maria Vallejo | Teacher |
| Ashley Smith | Teacher |
| Britton West | Teacher |
| Marilyn Spikes | Teacher |
| Lisa Sprehe | Interventionist |
| Dinora Villereal | Counselor |
| Erica Gomez | Parent |

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**

**Demographic Data**

**Sheldon Elementary serves students in grades 1 - 5 grade.**

**A. Student Enrollment**

| Year | Enrollment |
|---|---|
| 2020 | 574 |
| 2021 | 577 |
| 2022 | 575 |

**B. Student Demographics by Ethnicity 2021-2022**

| Ethnicity | Campus |
|---|---|
| Hispanic-Latino | 78.09% |
| Alaskan Native | 00.0% |
| Asian | 0.17% |
| African American | 11.03% |
| Pacific Islander | 00.0% |
| White | 7.83% |
| Two or More | 2.43% |

**C. Student Longitudinal Demographics by Ethnicity**

| Ethnicity | 2019-2020 | 2020-2021 | 2021-2022 |
|---|---|---|---|
| Hispanic | 80% | 81% | 78% |
| American Indian | 00.0% | 0% | 0% |
| Asian | 0.35% | .17% | 0.17% |
| African American | 8.8% | 9% | 11.03% |
| Native Hawaiian | 0% | 0% | 0% |
| White | 8.01% | 7.44% | 7.83% |
| Two or More Races | 1.92% | 2.08% | 2.43% |

**D. Student Demographics by Gender 2021-2022**

| Gender | Campus |
|---|---|
| Female | 49% |
| Male | 51% |

## E. Student Demographics by Special Populations 2021-2022

| Special Population | Campus |
|---|---|
| Special Education | 11.13% |
| Bilingual/ESL | 45.57% |
| Gifted & Talented | 6.09% |
| Economically Disadvantaged | 88.17% |

## F. Staff Demographics by Ethnicity 2021-2022

| Ethnicity | Campus | District | State |
|---|---|---|---|
| African American | 9% | 38% | 10.8% |
| Hispanic | 81% | 28.6% | 28.1% |
| White | 7.44% | 30.7% | 57.7% |
| American Indian | 0.00% | 0.2% | 0.3% |
| Asian | 0.17% | 1.0% | 1.8% |
| Pacific Islander | 0.0% | 0.5% | 0.2% |
| Two or More Races | 2.08% | 0.6% | 1.1% |

## G. Staff Demographics by Gender 2021-2022

| Gender | Campus | District | State |
|---|---|---|---|
| Male | 13.6% | 22.7% | 23.8% |
| Female | 86.4% | 77.3% | 76.2% |

## H. Staff Demographics by Average Years of Teaching Experience 2021-2022

| Years of Experience Average | Campus | District | State |
|---|---|---|---|
| | 6.6 Years | 7.5 Years | 11.2 Years |

| Ethnicity | Campus |
|---|---|
| Hispanic-Latino | 78% |
| Alaskan Native | 00.0% |
| Asian | 0.35% |
| African American | 11.3% |
| Pacific Islander | 00.0% |
| White | 7.83% |
| Two or More | 2.43% |

Based upon district data analysis and information on the STAAR assessment, the areas of need are identified and listed in priority order:

1. Economically Disadvantaged

2. Hispanic

3. African American

**Demographics Strengths**

Demographics Strengths

Demographic Data

A. Student Enrollment

- Families have stabilized in the area with home buying

B. Student Demographics by Ethnicity 2021-2022 Strengths:

- The campus demographic is diverse The campus supports the high population of Hispanics with the hiring of Bilingual and ESL certified staff members.

C. Student Longitudinal Demographics by Ethnicity Strengths:

- The ethnicity groups such as Hispanic, African American, and White has maintained over the years

D. Student Demographics by Gender 2021-2022 Strengths:

- There is an even number of female and male students on campus and among the district.

E. Student Demographics by Special Populations 2021-2021 Strengths:

- The number of EL students has increased when compared to last school year.

F. Staff Demographics by Ethnicity 2021-2022 Strengths:

- There is a diverse staff. The number of the Hispanic population is proportional to the district and state.

G. Staff Demographics by Gender Strengths:

- There is an equal percentage of males and females on the campus.

H. Staff Demographics by Years of Experience 2021-2021

- The number of teachers with experience between 11-20 years is the same or about the same percentage of the state average.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Sheldon Elementary needs staff training on how support a diverse group of students. Once the professional development has been conducted, the campus need to implement strategies that maintain the professional development. **Root Cause:** The longitudinal demographics by ethnicity for Sheldon Elementary showed the Hispanic population maintained between 2021-2022. The Hispanic, White, and African American population have been the main ethnicity. The demographics show there are few American Indian, Asian, Native Hawaiian, and two or more races.

**Problem Statement 2 (Prioritized):** Sheldon elementary needs to provide diversity training for staff. There needs to be an increase in materials in Spanish to support the Dual Language program and develop bi-literate students. Our campus needs to provide language support for parents for our Spanish speaking parents. **Root Cause:** The student demographics by ethnicity for the school year 2021-2022 revealed a high number of Hispanic, from dominant Spanish speaking households.

# Student Achievement

**Student Achievement Summary**

**Student Achievement Summary**

STAAR Results: Sheldon Elementary June 2022

Grade Level/Subject: 3rd Grade Reading

| Students | % Did Not Meet | % Approaching | % Met | % Masters |
|---|---|---|---|---|
| All | 34% | 66% | 37% | 21% |
| Hispanic | 35% | 65% | 33% | 19% |
| American Indian | --- | --- | --- | --- |
| Asian | --- | --- | --- | --- |
| African American | 21% | 79% | 57% | 39% |
| Native Hawaiian | --- | --- | --- | --- |
| White | 50% | 50% | 50% | 17% |
| Two or More Races | --- | --- | --- | --- |
| Economically Advantaged | 34% | 66% | 33% | 17% |
| Current Emergent Bilinguals | 42% | 58% | 30% | 19% |
| Special Education | 75% | 25% | 10% | 0% |
| Gifted & Talented | 0% | 100% | 100% | 70% |

Grade Level/Subject: 3rd Grade Math

| Students | % Did Not Meet | % Approaching | % Met | % Masters |
|---|---|---|---|---|
| All | 44% | 56% | 26% | 6% |
| Hispanic | 56% | 54% | 24% | 6% |
| American Indian | --- | --- | --- | --- |
| Asian | --- | --- | --- | --- |
| African American | 48% | 62% | 38% | 0% |
| Native Hawaiian | --- | --- | --- | --- |

| Students | % Did Not Meet | % Approaching | % Met | % Masters |
|---|---|---|---|---|
| White | 37% | 63% | 12% | 12% |
| Two or More Races | --- | --- | --- | --- |

| Students | % Did Not Meet | % Approaching | % Met | % Masters |
|---|---|---|---|---|
| Economically Advantaged | 33% | 57% | 26% | 5% |
| Cuurent Emergent Bilingual | 50% | 50% | 20% | 5% |
| ESL | 77% | 33% | 0% | 0% |
| Special Education | 84% | 16% | 11% | 0% |
| Gifted & Talented | 0% | 100% | 100% | 33% |

Grade Level/Subject: 4th Grade Reading

| Students | % Did Not Meet | % Approaching | % Met | % Masters |
|---|---|---|---|---|
| All | 34% | 76% | 54% | 30% |
| Male | 35% | 65% | 44% | 25% |
| Female | 14% | 86% | 64% | 36% |
| Hispanic | 61% | 39% | 12% | 7% |
| American Indian | --- | --- | --- | --- |
| Asian | --- | --- | --- | --- |
| African American | 36% | 64% | 43% | 36% |
| Native Hawaiian | --- | --- | --- | --- |
| White | 33% | 67% | 56% | 33% |
| Two or More Races | --- | --- | --- | --- |
| Economically Advantaged | 36% | 74% | 52% | 27% |
| Current Emergent Bilingual | 37% | 73% | 43% | 22% |
| ESL | --- | --- | --- | --- |
| Special Education | 60% | 40% | 13% | 0% |
| Gifted & Talented | 10% | 90% | 90% | 60% |

Grade Level/Subject: 4th Grade Math

| Students | % Did Not Meet | % Approaching | % Met | % Masters |
|---|---|---|---|---|
| All | 34% | 76% | 41% | 17% |
| Male | 33% | 77% | 42% | 18% |
| Female | 25% | 75% | 39% | 17% |
| Hispanic | 20% | 80% | 45% | 20% |
| American Indian | --- | --- | --- | --- |
| Asian | --- | --- | --- | --- |

| Students | % Did Not Meet | % Approaching | % Met | % Masters |
|---|---|---|---|---|
| African American | 36% | 64% | 14% | 7% |
| Native Hawaiian | --- | --- | --- | --- |
| White | 32% | 78% | 33% | 11% |
| Two or More Races | --- | --- | --- | --- |
| Economically Advantaged | 25% | 75% | 42% | 17% |
| Current Emergent Bilingual | 37% | 73% | 41% | 18% |
| ESL | --- | --- | --- | --- |
| Special Education | 40% | 60% | 13% | 7% |
| Gifted & Talented | 0% | 100% | 80% | 50% |

GGrade Level/Subject: 5th Grade Reading

| Students | % Did Not Meet | % Approaching | % Met | % Masters |
|---|---|---|---|---|
| All | 30% | 70% | 41% | 24% |
| Male | 32% | 68% | 34% | 19% |
| Female | 38% | 72% | 47% | 28% |
| Hispanic | 30% | 70% | 42% | 23% |
| American Indian | --- | --- | --- | --- |
| Asian | --- | --- | --- | --- |
| African American | 33% | 67% | 33% | 22% |
| Native Hawaiian | --- | --- | --- | --- |
| White | 29% | 71% | 29% | 29% |
| Two or More Races | --- | --- | | |
| Economically Advantaged | 32% | 68% | 41% | 26% |
| Current Emergent Bilingual | 32% | 68% | 37% | 19% |
| ESL | --- | --- | | |
| Special Education | 44% | 56% | 22% | 0% |
| Gifted & Talented | 0% | 100% | 83% | 83% |

Grade Level/Subject: 5th Grade Math

| Students | % Did Not Meet | % Approaching | % Met | % Masters |
|---|---|---|---|---|
| All | 28% | 72% | 44% | 26% |
| Male | 26% | 74% | 53% | 26% |

| Students | % Did Not Meet | % Approaching | % Met | % Masters |
|---|---|---|---|---|
| Female | 30% | 70% | 37% | 25% |
| Hispanic | 34% | 76% | 47% | 30% |
| American Indian | --- | --- | --- | --- |
| Asian | --- | --- | --- | --- |
| African American | 44% | 56% | 44% | 0% |
| Native Hawaiian | --- | --- | --- | --- |
| White | 57% | 43% | 0% | 0% |
| Two or More Races | --- | --- | | |
| Economically Advantaged | 31% | 69% | 43% | 25% |
| Current Emergent Bilingual | 25% | 75% | 42% | 23% |
| ESL | --- | --- | | |
| Special Education | 45% | 55% | 33% | 11% |
| Gifted & Talented | 0% | 100% | 100% | 100% |

Grade Level/Subject: 5th Grade Science

| Students | % Did Not Meet | % Approaching | % Met | % Masters |
|---|---|---|---|---|
| All | 33% | 57% | 25% | 11% |
| Male | 42% | 58% | 28% | 11% |
| Female | 45% | 55% | 22% | 10% |
| Hispanic | 45% | 55% | 25% | 11% |
| American Indian | --- | --- | --- | --- |
| Asian | --- | --- | --- | --- |
| African American | 45% | 56% | 11% | 0% |
| Native Hawaiian | --- | --- | --- | --- |
| White | 29% | 71% | 29% | 14% |
| Two or More Races | --- | --- | --- | --- |
| Economically Advantaged | 44% | 56% | 25% | 11% |
| Current Emergent Bilingual | 47% | 53% | 28% | 12% |
| ESL | --- | --- | --- | --- |
| Special Education | 77% | 33% | 11% | 11% |
| Gifted & Talented | 0% | 100% | 83% | 67% |

**Student Achievement Strengths**

Grade Level/Subject: 3rd Grade Reading Strengths:

The number of students meeting Master is in the double digits.
The number of economically disadvantaged students sub-population is proportional to the grade level passing rate.

Grade Level/Subject: 3rd Grade Math Strengths:

The campus average has increased from where the students were on district common assessment #1 for the 2021-2022 school year.

Grade Level/Subject: 4th Grade Reading Strengths:

The compnent score average for 4th grade reading is the highest it has been in the last 5 years.
The number of females passing rate is higher than the males.

Grade Level/Subject: 4th Grade Math Strengths:

The campus average is higher than the district average and highest of all Sheldon ISD elementary campuses.
The number of students meeting Meets is more than 40%.

Grade Level/Subject: 5th Grade Reading Strengths:

The number of female students passing is above the campus average
The number of GT students passing rate is above the campus average

Grade Level/Subject: 5th Grade Math Strengths:

The number of economically disadvantaged students passing is almost 70%.
The number of GT student passing was at 100%

Grade Level/Subject: 5th Grade Science Strengths:

The number of female and male students passing is equal percentage.
There was an increase in the number of African American students that passed the Science STAAR
The number of GT students passing was at 100%.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** In Reading, African Americans, Special Education and males are performing lower than all other sub populations. **Root Cause:** There is a need for Special Education students to have an increase in foundation instruction. The level of rigor of the initial Tier 1 instruction has been low(remember and recall) based on Blooms Taxonomy. Additional intervention groups that focus on reteaching skills will assist in closing the gap. Training on collaborative teaching will help teachers build capacity among Special Ed students.

**Problem Statement 2 (Prioritized):** We have noticed 3rd grade math component score has decreased lower than it has been, even during the peak of the pandemic year. The campus average was lower than district and state average. **Root Cause:** The current performance levels of students reflect gaps from COVID pandemic. Students have missed foundational skills and teachers are working to close gaps while providing current grade level instruction. All math teachers will attend PLC to ensure aligned curriculum, professional development on guided math and provide intense instruction.

**Problem Statement 3 (Prioritized):** In 5th Grade Science, the number of students meeting masters in LEP is below all student performance. The number of African American students passing at the Masters level is at 0%. **Root Cause:** There is a need for target instruction for EL students, in addition, to a focus on the African American subgroup during intervention time.

**Problem Statement 4 (Prioritized):** In Reading and Math, the white population average is below the state average for meets grade level and masters grade level. **Root Cause:** There is a need for additional intervention time that address the needs of our white students population.

# School Culture and Climate

**School Culture and Climate Summary**

A survey was presented to the staff in November 2021. The data from the survey is below:

- 90% of the staff are motivated and feel encourgaed by their supervisor.
- 86% of the staff enjoys attending work everyday.
- 95% of the staff feels appreciated by campus administration.
- 40% of the staff feel they do not have work/life balance.

The campus leadership team established goals and expectations that drive our work to meet the needs of all students. Our core values remain constant in an ever-changing world. They provide the foundation for our work and influence how we conduct ourselves and engage with others.

•ALL students can and will learn
•Respect and embrace our diverse community
•Nurture positive relationships
•Provide a safe and orderly environment
•Make data-driven decisions
•Ensure ethical behavior

**School Culture and Climate Strengths**

School Culture and Climate Strengths:

Most of the staff of Sheldon Elementary feels supported by administration and enjoys coming to work here at the campus.

# Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

In an effort to increase student academic achievement through strategies such as improving teacher quality and increasing the number of highly effective teachers in the classroom; Sheldon Elementary will recruit, develop, and retain highly effective personnel at all levels. The campus is committed to providing the following initiatives to support the development of highly effective instructional staff:

1. Focus on Best Practices Framework

2. Strong mentor program for 1st and 2nd-year teachers

3. On-going professional development

4. Staff rewards, incentives, and recognitions

5. Continuation of Professional Learning Communities (PLCs) and implementation of Soltuions Tree PLC Model from July 2022 conference.

6. Focus on technology integration within the classroom

7. Vertically aligned curriculum to support the delivery of effective instruction

8. Provide coverage for teachers to attend ongoing professional development through "POWER-UPS" facilitated by district coordinators.

9. Sheldon Elementary works collaboratively with the district personnel department to recruit teachers.

10. Sheldon Elementary works collaboratively with the multilingual department to recruit bilingual teachers.

11. The campus provides an opportunity for staff development to develop teachers to become master teachers.

12. Campus Instructional Specialists provide training and planning sessions to support teachers in the classroom.

### Staff Quality, Recruitment, and Retention Strengths

Sheldon Elementary mentors new teachers each year to provide instructional support.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Some new teachers to the field and new teachers to the district struggle with classroom management and understanding the instructional expectations/non-negotiables of the district curriculum. **Root Cause:** New teachers attend mentor meetings and are expected to go back and implement what they were trained in. All teachers attend Power Up's to build capacity in the content and address instructional concerns.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

District Curriculum - Scope and Sequence

MaGraw Hill

Target Board Math

STEMScopes

Forde Ferrier

**Curriculum, Instruction, and Assessment Strengths**

Sheldon ISD provides the campus with the vertically aligned Sheldon Curriculum (Sheldon Shield) including a scope and sequence for teachers to follow in all four core subject areas. Campus Intructional Specialist and selected classroom teachers worked with district personnel to help develop this curriculum. Teachers are provided with the oppurtunity to attend Power Up's during contracted hours to help get a better understanding of the curriculum to implement in the classroom.

**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** Sheldon Elementary needs to provide teachers with a way to build foundational skills, while teaching Tier 1 instruction for core content areas.
**Root Cause:** The teachers do not know how to navigate the curriculum that allows for teachers to determine what to implement that will meet the needs of the students. Teachers sometimes get behind on the scope and sequence because they are trying to provide interventions at the same time as teaching grade level curriculum.

# Parent and Community Engagement

**Parent and Community Engagement Summary**

One of the primary goals of Sheldon Elementary is to promote parental and community involvement to support student achievement. In order to achieve this goal, parents must become involved as partners in the education of their students and the community as a whole must support education efforts.

- Parents will continually be encouraged to become active participants in the educational process.
- The faculty/staff of Sheldon Elementary will hold parent meetings and host family events to promote a positive partnership.
- A volunteer program, PAWS (Parents Assisting With Students), and the PTO are also established for parent involvement opportunities.
- Sheldon Elementary will work closely with the district Family Engagmenet Coordinator to increase parent partnership.

**Parent and Community Engagement Strengths**

Sheldon Elementary strives to maintain a high level of parental support. The PTO has been active in fundraising activities that provide additional resources for the school. Parents and community members participate on the Campus Improvement Team (SBDMC) and District-Wide Instructional Improvement Council (DWIIC).

Annual surveys are conducted to measure parent/community perception of the effectiveness of instruction and Title I programs and the overall campus. The Hispanic Heritage Event, Black History Program, Fall Festival, AVID and the Academic STEM Parent Night were successes in the school year. Both parent sessions were conducted virtually.

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** There are not enough parents involved in campus committees and PTO at Sheldon Elementary. **Root Cause:** There could be a language barrier among the families and schools that hinder parents from being involved on campus.

**Problem Statement 2 (Prioritized):** Sheldon Elementary conducted several family events during the school year. There was a good turnout in the number of parents and students who were involved, but there were some families who expressed they could not make it due to work schedules. **Root Cause:** Sheldon Elementary needs to provide flexible time and opportunity for parents to participate in events virtually and face-to-face.

# School Context and Organization

**School Context and Organization Summary**

# Technology

### Technology Summary

Campus surveys indicate student time and exposure to new technology programs such as flip grid, etc, and not just google classroom to get students engaged in the learning.  1st grade students and teachers expressed a need for iPads as students transition to 1st grade from Kindergarten, rather than using Chromebooks.

### Technology Strengths

- Clicker student response system
- The school is close to being a one-to-one device campus
- Each classroom has video cameras for video conferences
- Each classroom has a project and Elmo for classroom instruction.
- Each special education teacher has an interactive board to provide instruction.
- All students cycle through the computer lab weekly

### Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Sheldon Elementary needs training on how to best utilize educational technology that allows students to think critically. **Root Cause:** There needs to be professional development that allows teachers to work collaboratively with other teachers on how to implement technology in the classroom. We also need to make sure we have devices that meets the needs of our students based on their age and if it is developmentally appropriate.

# Priority Problem Statements

**Problem Statement 1**: Sheldon Elementary needs staff training on how support a diverse group of students. Once the professional development has been conducted, the campus need to implement strategies that maintain the professional development.

**Root Cause 1**: The longitudinal demographics by ethnicity for Sheldon Elementary showed the Hispanic population maintained between 2021-2022. The Hispanic, White, and African American population have been the main ethnicity. The demographics show there are few American Indian, Asian, Native Hawaiian, and two or more races.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 3**: In Reading, African Americans, Special Education and males are performing lower than all other sub populations.

**Root Cause 3**: There is a need for Special Education students to have an increase in foundation instruction. The level of rigor of the initial Tier 1 instruction has been low(remember and recall) based on Blooms Taxonomy. Additional intervention groups that focus on reteaching skills will assist in closing the gap. Training on collaborative teaching will help teachers build capacity among Special Ed students.

**Problem Statement 3 Areas**: Student Achievement

**Problem Statement 7**: Some new teachers to the field and new teachers to the district struggle with classroom management and understanding the instructional expectations/non-negotiables of the district curriculum.

**Root Cause 7**: New teachers attend mentor meetings and are expected to go back and implement what they were trained in. All teachers attend Power Up's to build capacity in the content and address instructional concerns.

**Problem Statement 7 Areas**: Staff Quality, Recruitment, and Retention

**Problem Statement 8**: Sheldon Elementary needs to provide teachers with a way to build foundational skills, while teaching Tier 1 instruction for core content areas.

**Root Cause 8**: The teachers do not know how to navigate the curriculum that allows for teachers to determine what to implement that will meet the needs of the students. Teachers sometimes get behind on the scope and sequence because they are trying to provide interventions at the same time as teaching grade level curriculum.

**Problem Statement 8 Areas**: Curriculum, Instruction, and Assessment

**Problem Statement 9**: There are not enough parents involved in campus committees and PTO at Sheldon Elementary.

**Root Cause 9**: There could be a language barrier among the families and schools that hinder parents from being involved on campus.

**Problem Statement 9 Areas**: Parent and Community Engagement

**Problem Statement 11**: Sheldon Elementary needs training on how to best utilize educational technology that allows students to think critically.

**Root Cause 11**: There needs to be professional development that allows teachers to work collaboratively with other teachers on how to implement technology in the classroom. We also need to make sure we have devices that meets the needs of our students based on their age and if it is developmentally appropriate.

**Problem Statement 11 Areas**: Technology

**Problem Statement 2**: Sheldon elementary needs to provide diversity training for staff. There needs to be an increase in materials in Spanish to support the Dual Language program

and develop bi-literate students. Our campus needs to provide language support for parents for our Spanish speaking parents.

**Root Cause 2**: The student demographics by ethnicity for the school year 2021-2022 revealed a high number of Hispanic, from dominant Spanish speaking households.

**Problem Statement 2 Areas**: Demographics

**Problem Statement 4**: We have noticed 3rd grade math component score has decreased lower than it has been, even during the peak of the pandemic year. The campus average was lower than district and state average.

**Root Cause 4**: The current performance levels of students reflect gaps from COVID pandemic. Students have missed foundational skills and teachers are working to close gaps while providing current grade level instruction. All math teachers will attend PLC to ensure aligned curriculum, professional development on guided math and provide intense instruction.

**Problem Statement 4 Areas**: Student Achievement

**Problem Statement 10**: Sheldon Elementary conducted several family events during the school year. There was a good turnout in the number of parents and students who were involved, but there were some families who expressed they could not make it due to work schedules.

**Root Cause 10**: Sheldon Elementary needs to provide flexible time and opportunity for parents to participate in events virtually and face-to-face.

**Problem Statement 10 Areas**: Parent and Community Engagement

**Problem Statement 5**: In 5th Grade Science, the number of students meeting masters in LEP is below all student performance. The number of African American students passing at the Masters level is at 0%.

**Root Cause 5**: There is a need for target instruction for EL students, in addition, to a focus on the African American subgroup during intervention time.

**Problem Statement 5 Areas**: Student Achievement

**Problem Statement 6**: In Reading and Math, the white population average is below the state average for meets grade level and masters grade level.

**Root Cause 6**: There is a need for additional intervention time that address the needs of our white students population.

**Problem Statement 6 Areas**: Student Achievement

# 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Observation Survey results

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

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

# Goals

**Revised/Approved: July 25, 2022**

**Goal 1:** Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus and maximize learning for all students.

Performance Goal: By June 2023, Sheldon Elementary will increase overall STAAR component score from 42 to 48 by increasing the number of students who achieve meets and masters.

**Performance Objective 1:** By June 2023, STAAR component for Reading all grades 3-5 will increase from 47 to at least 50.

-By June 2023, student performance on STAAR 3rd - 5th-grade STAAR Reading scores will increase from 71% to 76% at the Approaches.
-By June 2023, student performance on STAAR 3rd - 5th-grade STAAR Reading scores will increase from 44% to 45% in the Meets Grade Level.
-By June 2023, student performance on STAAR 3rd - 5th-grade STAAR Reading will increase from 26% to 29% in the Masters.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student data binders, and setting goals with students after each local assessment to monitor student academic growth by grade level and sub pops. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Snapshots<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher AVID/Data Binders<br>Running Records<br>Lesson Plans<br>Teacher Observations<br>Coaching Cycles<br>MClass/IDEL<br>**Staff Responsible for Monitoring:** Teachers<br>Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** Amplify Reading - 199-General funds - $100, Spanish Resources - 211-Title I - $7,000, STAAR Prep Resources - 199-General funds - $500 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Facilitate the implementation and fidelity of the utilization of best reading practice through power planning sessions, professional development on enriched and accelerated curriculum, data analysis, Professional Learning Communities, modeling of Guided Reading, coaching rounds for all teachers, and AVID WICOR instructional strategies in 1st - 5th grade to support all students in meeting the challenging State academic standards. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Snapshots<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher AVID/ Data Binders<br>Running Records<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>MClass/IDEL<br>**Staff Responsible for Monitoring:** Teachers<br>District ELAR Coordinator<br>Administrators<br>Reading Instructional Specialist<br><br>**Title I:**<br>2.4 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Utilize Tiger Time (Accelerated Learning Period) to provide accelerated instruction for at risk students on reading skills, accelerated learning, and after school tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, and White population, etc) and individual students. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Formative Assessments<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher AVID Binders<br>Running Records<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>DIBELS<br>**Staff Responsible for Monitoring:** Administrators<br>Reading Instructional Specialist<br>Reading Interventionists<br>Teachers will provide tutorials and intervention<br><br>**Title I:**<br>2.4<br>**- TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Provide teachers with monthly RtI meetings to discuss student performance and those at risk of not meeting State academic standards, track student progress and determine instructional needs. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** RtI paperwork<br>Progress Measure Form<br>Teacher data tracking binder<br>**Staff Responsible for Monitoring:** Reading Interventionist<br>Administrators<br>Teachers monitor student data | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Implement and Facilitate camp prior to STAAR to enrich and remediate students on Reading skills for grades 3-5. ( March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Snapshots<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher AVID/Data Binders<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>**Staff Responsible for Monitoring:** Teachers create CAMP schedule<br>ELA Instructional Specialist<br>Grade Level Team Leader | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Provide reading universal screener for students in 1st - 5th grade to give targeted, individualized support for each student, including those identified as at-risk and those who need higher level enrichment in Reading. We will monitor and assess student performance monthly. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>MClass Assessment<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher Data Binders<br>**Staff Responsible for Monitoring:** Teachers<br>Reading Instructional Specialist<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** The campus will offer a transition program to assist preschool children in the transition from early childhood education programs to 1st grade and students leaving 5th grade going to 6th grade. (January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Student attendance in the program and their level of participation.<br>**Staff Responsible for Monitoring:** Counselor, assistant principal, and principal | | | | |



No Progress


Accomplished

Continue/Modify

Discontinue

**Goal 1:** Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus and maximize learning for all students.

Performance Goal: By June 2023, Sheldon Elementary will increase overall STAAR component score from 42 to 48 by increasing the number of students who achieve meets and masters.

**Performance Objective 2:** A. By May 2023, student performance at the end of the year 1st grade Math assessments, the students will increase from 85% to 88%.
By May 2023, student performance at the end of the year 2nd grade Math assessment, the students will increase from 30% to 50%.

By June 2023, The STAAR component scores for all students taking the STAAR Math (3-5) will increase from 40 to 45.
-By June 2023, student performance on STAAR 3rd - 5th-grade STAAR Math scores will increase from 68% to 73% at the Approaches.
-By June 2023, student performance on STAAR 3rd - 5th-grade STAAR Math scores will increase from 37% to 38% in the Meets Grade Level.
-By June 2023, student performance on STAAR 3rd - 5th-grade STAAR Math will increase from 16% to 27% in the Masters.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Facilitate the implementation and fidelity of the utilization of Math District Curriculum through power planning sessions at the campus and district levels, data analysis, PLCs, modeling of Guided Math, coaching rounds, AVID (1st - 5th grade) strategies, WICOR instructional strategies, math word walls, and inquiry based learning to support all students in meeting the challenging State academic standards. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher AVID/Data Binders<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>**Staff Responsible for Monitoring:** Teachers will monitor student data<br>Math Instructional Specialists<br>Administrators<br><br>**Funding Sources:** STAAR Prep Resources - 199-General funds - $500, Reasoning Minds Resource - 211-Title I - $7,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide job embedded professional development through the utilization of district and campus instructional specialist, campus interventionist, district math coordinator through power planning guidance, and modeling and providing teacher feedback on Guided Math. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Campus-Base Assessments<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher Data Binders<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>**Staff Responsible for Monitoring:** District Math Coordinator<br>Math Instructional Specialists<br>Math Interventionist<br>Administrators | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Utilize Tiger Time to provide interventions, enrichment and accelerated instruction for at risk students on math skills, accelerated learning, and after school tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, and White population, etc) and individual students. (October 2022, January 2023, March 2023, May 2023).<br>**Strategy's Expected Result/Impact:** District Assessments<br>Common Assessments<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher Data Binders<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers will implement intervention<br>Math Instructional Coaches<br>Math Interventionists<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student data binders, and setting goals with students after each local assessment to monitor student academic growth by grade level and sub pops. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Formative Assessments<br>I-Ready<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher AVID Binders<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>**Staff Responsible for Monitoring:** Teachers will monitor student data<br>Math Instructional Coaches<br>Math Interventionist<br>Administrators | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:**<br>Utilize technology to increase student engagement, reinforce previously learned skills, and to promote research/project based learning through STEM Lab, Computer Lab and classroom Tier 1 Instruction.(October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Common Assessments<br>Rubrics and Checklists<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>**Staff Responsible for Monitoring:** Math & STEM Lab teachers will utilize the classroom technology<br>Math Instructional Specialist<br>Administrators | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Facilitate and implement grade level (3-5) camp prior to STAAR to enrich and remediate students on Math TEKS. (March 2023, April 2023 and May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher Data Binders<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>**Staff Responsible for Monitoring:** Teachers create CAMP schedule<br>Math Instructional Coach | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus and maximize learning for all students.

Performance Goal: By June 2023, Sheldon Elementary will increase overall STAAR component score from 42 to 48 by increasing the number of students who achieve meets and masters.

**Performance Objective 3:** By June 2023, the component score for all students taking the STAAR 5th Science will increase from 31 to 48.

By June 2023, student performance on STAAR 5th grade STAAR Science scores will increase from 57% to 70% at the Approaches.
By June 2023, student performance on STAAR 5th grade STAAR Science scores will increase from 25% to 45% in the Meets Grade Level.
By June 2023, student performance on STAAR 5th grade STAAR Science will increase from 11% to 28% in the Masters.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** All students in grades 1-5 will utilize the Science Lab to participate in hands-on, inquiry based lessons and activities. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Snapshots<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher Data Binders<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>**Staff Responsible for Monitoring:** Teacher will follow schedule provided.<br>District Science Specialist and Math Instructional Specialist | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Implement Science Power Words during daily announcements, anchor charts, and word walls to increase science vocabulary.<br>(October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Snapshots<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher Data Binders<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>**Staff Responsible for Monitoring:** Science Instructional Specialist<br>Administrator | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Hold camp prior to STAAR to enrich and remediate students in Grade 5 on science skills (April 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Snapshots<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher Data Binders<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>**Staff Responsible for Monitoring:** Teachers create CAMP schedule<br>Science Instructional Specialist | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Provide hands-on and inquiry based 5E lessons to actively engage students in science content in classrooms and in the science lab. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Snapshots<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher Data Binders<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>**Staff Responsible for Monitoring:** Teachers lesson plans<br>Math Instructional Coach | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Continuous monitoring of data by utilizing the progress monitoring form, quarterly data talks with students and staff, the implementation of student data binders, and setting goals with students after each assessment. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** District Assessments<br>Snapshots<br>Rubrics and Checklists<br>Student Data Binders<br>Teacher Data Binders<br>Lesson Plans<br>Observations<br>Coaching Cycles<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers track student data<br>Science Instructional Specialist<br>Interventionists | | | | |



No Progress


Accomplished

Continue/Modify

Discontinue

**Goal 1:** Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus and maximize learning for all students.

Performance Goal: By June 2023, Sheldon Elementary will increase overall STAAR component score from 42 to 48 by increasing the number of students who achieve meets and masters.

**Performance Objective 4:** Sheldon Elementary will prepare and provide awareness of opportunities for postsecondary education (college) and the workforce (career), which may include career and technical education programs through the implementation of AVID strategies with 100% for all grade levels.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Collaborate with secondary counselors to organize and implement fifth grader transition visit to middle school campuses. (May 2023)<br>**Strategy's Expected Result/Impact:** Students and parents will be aware of the variety of learning opportunities available to them at the middle school and registered for classes.<br>**Staff Responsible for Monitoring:** Counselor<br>Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Collaborate with early childhood campus to organize and develop strategies for assisting preschool children in the transition from early childhood education programs to Sheldon Elementary. (May 2023)<br>**Strategy's Expected Result/Impact:** Students and parents will be provided with all pertinent information.<br>**Staff Responsible for Monitoring:** Counselor<br>Teachers | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Sheldon Elementary will implement an AVID college and career culture by displaying college pennants, highlighting careers and colleges and conducting College Week to provide activities/awareness events. (Jan. 2023)<br>**Strategy's Expected Result/Impact:** Student survey<br>**Staff Responsible for Monitoring:** Counselor<br>Teacher<br>Administrators | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** College Day - students and staff wear college shirts of their choice once per week. (October 2022, January 2023, March 2023, May 2023) | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Monthly calendar, student survey<br>**Staff Responsible for Monitoring:** Counselor<br>Administrators | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Offer a variety of clubs to enrich academics; such as: Honor Choir, Art Club, Robotics, Student Council, etc. (October 2022, January 2023, March 2023, May 2023) | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Parent Programs, Events and Competition<br>**Staff Responsible for Monitoring:** Classroom Teacher sponsors | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Train staff in the adoption of AVID WICOR strategies in grades 4th - 5th monthly and monitor implementation of these strategies in lesson plans and classroom instruction. (October 2022, January 2023, March 2023, May 2023) | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Reading STAAR Results, Student Progress Measure Form<br>**Staff Responsible for Monitoring:** 1st - 5th Grade Teachers<br>AVID Site Team | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Utilize the AVID organizational tools with students in 1st -5th grades. (October 2022, January 2023, March 2023, May 2023) | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Student Binders, Teacher AVID Binders, Student Planners and Student goals<br>**Staff Responsible for Monitoring:** 1st - 5th Grade Teachers<br>AVID Campus Coordinator<br>AVID Site Team<br><br>**Funding Sources:** - 211-Title I - Supplies - $1,500 | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** Attend Summer AVID Summer Conference to improve on instructional strategies, organizational skills, and prepare students for college and career readiness. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Prepare students for College and Career Readiness. Improve on student preparation for college.<br>**Staff Responsible for Monitoring:** 1st - 5th Grade Teachers<br>AVID Campus Coordinator<br>AVID Site Team<br><br>**Funding Sources:** - 199-State Comp. Ed. - $10,000 | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 9:** Offer an After School program that provides academic assistance for at-risk students as well as enrichment and acceleration activities aligned to the performing and visual arts that promote the well rounded learner by connecting learning in the arts to the learning in the core subject classrooms. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Student attendance in the After School Program<br>Student participation in intervention programs<br>Parent participation in parent workshops<br>Student participation in programming such as karate, dance, etc.<br>**Staff Responsible for Monitoring:** After school Program Site Coordinator<br>Administrators<br>After School Project Director<br>Executive Director of Federal Programs and Grants<br><br>**Funding Sources:** Activities to support literacy and numeracy - $500 | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 10:** Offer an After School Program that will provide academic assistance in reading, mathematics, science, social studies and college and career readiness. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Student attendance in the After School Program<br>Student participation in intervention programs<br>Parent participation in parent workshops<br>**Staff Responsible for Monitoring:** After School Program Site Coordinator<br>Administrators<br>After School Program Project Director<br>Executive Director of Federal Programs and Grants<br><br>**Funding Sources:** Activities to support literacy and numeracy - $2,000 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: Support teachers in their attainment of proficiency as defined by the T-TESS instrument.

**Performance Objective 1:** By June 2023, one hundred percent (100%) of campus classrooms will continue to be taught by highly effective teachers.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Track Teacher/Staff participation in professional development opportunities. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Eduphoria, Certificates of completion,<br>**Staff Responsible for Monitoring:** Administration | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Communicate with all identified teachers to share the state testing schedule and provide support activities along with Staff Development opportunities by providing training to teachers that relates to understanding the TEKS for effective teaching and learning. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Meeting documentation, Campus having 100% of teachers meet HQ standards<br>**Staff Responsible for Monitoring:** Administrators<br>Instructional Coaches | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Notification letters to parents of students who are in classes with personnel who are not HQ. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Documentation of letter and date sent, HQ list from district personnel services,<br>**Staff Responsible for Monitoring:** Administration<br>Personnel Services | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: Support teachers in their attainment of proficiency as defined by the T-TESS instrument.

**Performance Objective 2:** By June 2023, all core content teachers will attend at least one professional development (campus, district, region or state) per semester to help them achieve to improve instruction and use of data from academic assessments, and to achieve at least proficient in each domain of the T-TESS instrument. (October 2022, January 2023, March 2023, May 2023)

**Evaluation Data Sources:** T-TESS Instrument

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Provide each new teacher (any teacher with less than two years of experience) with a campus-based mentor, staff development, observation time, and coaching. We will also provide all new to Sheldon Elementary teachers with a support teacher. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Classroom walk-through data, T-Tess documentation<br>**Staff Responsible for Monitoring:** Administrators | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide training for all teachers on school-based mental health programs, specialized instructional support services, mentoring services, the RtI process, STAAR strategies, technology, team building, building positive relationships, PBIS, and Special Ed. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Appropriate RTI referrals to HELP team, staff development agendas and sign in sheets, STAR Chart, Teacher survey<br>**Staff Responsible for Monitoring:** Administrators<br>School Counselor<br>Instructional Coaches<br>Campus<br>District personnel. | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Provide in-district training for the after school program staff on needs and requirements of the program as well as training on the following topics: Dual Language, Project Base Learning, Classroom Management, Time Management, Working with Difficult Students, Communicating with Parents, and the Delivery of the Instructional Lesson Plans in all four content areas. Other training will be mandatory such as sexual harassment, bullying, Pest control and other training resources as required or deemed necessary. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Classroom observations and student engagement<br>**Staff Responsible for Monitoring:** After School Site Coordinator<br>Instructional Coaches<br>Administrator | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Provide specific training for the After School Program Site Coordinator by attending local, state and national conferences, in-district training and other training resources as required or deemed necessary. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Principal walk-throughs and reports on student and parent participation<br>**Staff Responsible for Monitoring:** After School Site Coordinator<br>Administrator<br>Project Director<br><br>**Funding Sources:** Trainings, workshops, conferences, etc. - $1,500 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Utilize district liaison to monitor and support the Academic infrastructure of the After School Program. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** * Student Performance as it relates to report card grades and District Assessments, MOCK and Interim Assessments.<br>* Attendance<br>**Staff Responsible for Monitoring:** Administrator<br>After School Program Site Coordinator<br>After School Program Project Director<br><br>**Funding Sources:** Instructional Materials - $5,000 | | | | |



No Progress


Accomplished

Continue/Modify

Discontinue

**Goal 3:** Sheldon Elementary will promote parent/community engagement.

Performance Goal: Increase parental involvement across the district.

**Performance Objective 1:** By June 2023, Sheldon Elementary will offer a minimum of 3 parent/community activities per semester. (October 2022, January 2023, March 2023, May 2023)

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Keep lines of communication open between school and parents (i.e., newsletter, report cards, parent conferences, letters, surveys, marquee, parent compacts, Class Dojo, school web page, campus Facebook & Twitter, AVID binders, Tuesday Folders, agenda books, Safe Dismissal) in both English and Spanish. To continue our commitment to building a home-to-school partnership, if our campus data indicates 25 or more students enrolled with a home language other than English or Spanish, we will provide communication in that language. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Parent survey<br>Student survey<br>**Staff Responsible for Monitoring:** Teachers communication to parents<br>Administration<br><br>**Title I:**<br>4.1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide opportunities for parents to participate in school activities. A flexible schedule will be provided to parents for parent engagement activities. Activities will be offered in the a.m. and p.m. on various days of the week to meet the needs of the parents/families. (i.e., Math and Science night, SDMC Committee, LPAC, ARD, Literacy Nights, PTO, Field Day, Book-fair, Mommy and Me Luncheon, Daddy and Daughter Dance, Parent Orientation, Chaperons).(September 2022, October 2022, November 2022, January 2023, March 2023, April 2023)<br>**Strategy's Expected Result/Impact:** Sign in sheets from events,<br>**Staff Responsible for Monitoring:** Administrators<br>SDMC representative<br>Counselor<br>Librarian<br><br>**Title I:**<br>4.2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Communicate and keep parents informed in English and Spanish regarding student progress and after school issues and print copies of after school activities, and daily forms in the after school program (Tiger U). (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Artifacts, parent survey, Activity Sponsor<br>**Staff Responsible for Monitoring:** After school staff and coordinator<br><br>**Title I:**<br>4.1<br>**Funding Sources:** Office, teaching and art supplies, copier supplies for coordinators office - 265-21st Century After-School Program (Cycle 10) - $1,494.88 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** Sheldon Elementary will ensure a safe and positive environment.

Performance Goal:
1. To implement and maintain the Multi-Hazard Emergency Operations Plan (MHEOP).
2. To maintain and meet standards of the SISD building audits district-wide.
3. To develop and maintain a campus safety committee that is in line with the requirements for the State of Texas.

**Performance Objective 1:** Sheldon Elementary will be in 100% compliance with processes and procedures to pass all checkpoints and annual safety audit.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Implement crisis management plan which includes monthly safety drills. (August 2022, September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Log of drills in Navigate 360<br>**Staff Responsible for Monitoring:** Assistant Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide safety training and updates to staff at a minimum monthly during faculty meetings. (ie. safe school online). (October 2021, January 2022, March 2022, May 2022)<br>**Strategy's Expected Result/Impact:** Agendas, sign in sheets, logs of drill practices<br>**Staff Responsible for Monitoring:** Administrators | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Provide student instruction to promote safety, social emotional learning, and protect against violence and bullying. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Lesson plans, Student discipline, Minor Incident Report, Referrals<br>**Staff Responsible for Monitoring:** Counselor<br>Administrators | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Provide student awards each nine weeks. (Honor Roll, House Points, Character Cafe, etc.) (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Award lists for each specific award<br>**Staff Responsible for Monitoring:** Administrators<br>Counselor<br>Teachers | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Implement campus the HOUSE system that will contribute to PBIS that provides expectations and incentives such as Points system that encourages students to do well in school. The incentives include a HOUSE trophy, student friendly prizes and end of the year HOUSE party with the HOUSE that has the most points. (October 2022, January 2023, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Discipline Records and student survey<br>**Staff Responsible for Monitoring:** Administrators<br>Counselor<br>Teachers | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 5:** Sheldon Elementary will provide financial accountability.

Performance Goal: Support teachers and staff financially that will assist in increasing student performance in Reading Math and Science on STAAR.

**Performance Objective 1:** By March 2023, 80% of campus budget will be spent to address the needs of the students and aligned to the campus goals.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Every month my secretary will provide an updated budget report for review to determine funding throughout the year. (Aug. 2022, September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Budget report<br>**Staff Responsible for Monitoring:** School Secretary Administrator | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Angela Haywood | Campus Instructional Specialist | Title I | 1 |
| Judith Johnson | ELAR Instructional Specialist | | |
| Luzdivina Cantu | Campus Instructional Specialist | Title I | 1 |

# Campus Funding Summary

| 199-General funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Amplify Reading | | $100.00 |
| 1 | 1 | 1 | STAAR Prep Resources | | $500.00 |
| 1 | 2 | 1 | STAAR Prep Resources | | $500.00 |
| | | | | **Sub-Total** | $1,100.00 |

| 199-State Comp. Ed. | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 4 | 8 | | | $10,000.00 |
| | | | | **Sub-Total** | $10,000.00 |

| 211-Title I | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Spanish Resources | | $7,000.00 |
| 1 | 2 | 1 | Reasoning Minds Resource | | $7,000.00 |
| 1 | 4 | 7 | | Supplies | $1,500.00 |
| | | | | **Sub-Total** | $15,500.00 |

| 265-21st Century After-School Program (Cycle 10) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 1 | 3 | Office, teaching and art supplies, copier supplies for coordinators office | | $1,494.88 |
| | | | | **Sub-Total** | $1,494.88 |