Sheldon Independent School District

Sheldon Lake Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: C

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

Mission Statement

We are committed to providing a safe and welcoming environment that serves our diverse community by connecting with families through building relationships and enhancing artistic and academic learning opportunities.

Vision

At Sheldon Lake Elementary, we are cultivating innovative, responsible lifelong learners, where each student can reach their fullest potential socially, emotionally, and academically.

Core Values "The Eagle Way"

Encourage Others

Act Responsibly

Give Respect

Listen & Learn

Eager to Help

Safe

Table of Contents

Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Demographics 6
- Student Achievement 10
- School Culture and Climate 14
- Staff Quality, Recruitment, and Retention 15
- Curriculum, Instruction, and Assessment 16
- Parent and Community Engagement 18
- School Context and Organization 20
- Technology 22

Priority Problem Statements 23

Comprehensive Needs Assessment Data Documentation 24

Goals 26
- Goal 1: Sheldon Lake Elementary will maximize student learning for all students. Performance Goal: By June 2023, Sheldon Lake Elementary will increase the overall STAAR component score from 38 to 48 by increasing the number of students who achieve meets and masters. 27
- Goal 2: Sheldon Lake Elementary will attract, develop, and retain highly effective teachers. 40
- Goal 3: Sheldon Lake Elementary will promote parent and community engagement. 42
- Goal 4: Sheldon Lake Elementary will ensure a safe and positive environment for all students. 45
- Goal 5: Sheldon Lake Elementary will participate in the stewardship of district and campus finances. 48

Title I Personnel 49

2022-2023 Campus Site-Based Committee 50

Campus Funding Summary 51

Comprehensive Needs Assessment

Revised/Approved: April 13, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Our Site-Based Decision Making Committee met on April 13, 2022 to perform a needs assessment on the 2021-2022 school year, suggest adjustments to our current goals, analyze our final STAAR data and to conduct the Campus Needs Assessment for the 2022-2023 school year. The following members of our Site-Based Decision Making Committee were in attendance at the April 13th meeting:

Jacqueline Herrera, Principal Shelia Posada, Assistant Principal

Ana Portillo, Secretary Kelli Putman, SDMC Chair and Teacher

Kathrine Meier, Parent Lauren Cardenas, Teacher Janette Chavez, Teacher

Salena Mullinax, Teacher Miguel Martinez, Teacher Karlet Miramontes, Teacher

On October 4, 2022 the Site Base Decision Making Team held a meeting to make revisions and recommendations to the CIP. in preparation for final submision

The following members were in attendance:

- Janette Chavez - 1st Grade Teacher
- Kadijah Morgan- 2nd Grade Teacher
- Joselyn Velazquez- 3rd Grade Teacher
- Vernita Thomas -4th Grade Teacher
- Vilma Jimenez- 5th Grade Teacher
- Angela Gaddis- Interventionist
- Lauren Cardenas- Movement Teacher
- Veronica Flores - Attendance Clerk
- Jose Perez- Business Partner
- Janett Flores- Business Partner

- Bani Alvarado- Parent
- Katherin Meier- Parent
- Denise Mustin- District Representative
- Jacqueline Herrera- Principal

Data used:

- 2020-2021 STAAR data
- 2021-2022 STAAR data
- Campus Targeted Data Analysis Tracking Tool

Campus Targets: The 2022 STAAR data and Skyward discipline reports were used to determine the needs of the campus.

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.

After carefully reviewing all data elements, the campus site-based team conducted a program evaluation and has identified the following areas as the primary focus for the 2022-2023 school year:

1. Continue to work on improving student achievement and support students with regression from Covid School year. We must continue to increase students' scores on all STAAR tests. 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. 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.

2. Improve parent engagement and support. 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.

3. Provide tutoring opportunities for students in core subjects that targets content areas of concern and to increases student achievement.

4. 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.

5. There is a heavy increase in students who have severe social-emotional learning gaps, anger, anxiety and inability to resolve conflicts. We will adopt a campus-wide positive behavior intervention support (PBIS) system.

6. Due to the recent tragic events associated with school shootings, there is a need for increased safety materials for students.

7. To build a strong home school parntership with our families, we will provide communication to parents in their home language. All communication will be provided to students and families in English and Spanish.

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 Summary

Sheldon Lake Elementary serves students in grades 1-5. The average enrollment during the **2021-2022** school year was **721** students. The school is a School-wide Title 1 campus and is composed of the following :

Student Demographics (2021 - 2022 Summer PEIMS file loaded 06/30/2022)	Count	Percent
Gender		
Female	340	47.16%
Male	381	52.84%
Ethnicity		
Hispanic-Latino	422	58.53%
Race		
American Indian - Alaskan Native	3	0.42%
Asian	9	1.25%
Black - African American	229	31.76%
Native Hawaiian - Pacific Islander	0	0.00%
White	42	5.83%
Two-or-More	16	2.22%

Student by Program (2021 - 2022 Summer PEIMS file loaded 06/30/2022)

	Count	Percent
Emergent Bilingual (EB)	204	28.29%
Gifted and Talented	49	6.80%
Special Education (SPED)	101	14.01%
Title I Participation	721	100.00%
Pregnancy Related Services	0	0.00%
Career and Technical		
CTE V Code	0	0.00%
CTE Service ID	0	0.00%
CTE Auto Calculation	0	0.00%
Dyslexia		
Dyslexia Risk Code	143	19.83%
Dyslexia Services Code	41	5.69%
Economic Disadvantage		
Economic Disadvantage Total	619	85.85%
Free Meals	115	15.95%
Reduced-Price Meals	56	7.77%
Other Economic Disadvantage	448	62.14%
Homeless Statuses		
Homeless Status Total	7	0.97%
Shelter	0	0.00%
Doubled Up	4	0.55%
Unsheltered	2	0.28%
Hotel/Motel	1	0.14%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	54.3	100.0%	100.0%	100.0%
Professional Staff:	47.3	87.1%	59.5%	64.3%
Teachers	39.3	72.4%	45.3%	49.6%
Professional Support	6.0	11.0%	11.0%	10.6%
Campus Administration (School Leadership)	2.0	3.7%	2.3%	3.0%
Educational Aides:	7.0	12.9%	8.3%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	9.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	18.0	13,211.0
Part-time Counselors	0.0	n/a	1.0	1,126.0
Total Minority Staff:	37.3	68.7%	75.0%	51.5%
Teachers by Ethnicity:				
African American	9.0	22.9%	38.8%	11.1%
Hispanic	18.3	46.6%	28.5%	28.4%
White	12.0	30.5%	29.0%	56.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.5%	0.2%
Two or More Races	0.0	0.0%	1.6%	1.2%
Teachers by Sex:				
Males	5.0	12.7%	24.2%	23.8%
Females	34.3	87.3%	75.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.5%	2.5%	1.2%
Bachelors	28.0	71.2%	66.4%	73.0%
Masters	10.3	26.3%	30.4%	25.0%
Doctorate	0.0	0.0%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.0	17.8%	18.5%	6.7%
1-5 Years Experience	20.0	50.8%	35.0%	27.8%
6-10 Years Experience	7.0	17.8%	17.0%	20.3%
11-20 Years Experience	5.3	13.6%	23.2%	29.1%
21-30 Years Experience	0.0	0.0%	5.6%	13.0%
Over 30 Years Experience	0.0	0.0%	0.8%	3.1%

Demographics Strengths

Demographics Strengths

- Diverse student population
- Specialty programs are available to meet the needs of diverse learners
- Students are able to learn from other students with different cultural backgrounds and experiences, which is reflective of their community and real-world experiences
- There is an even number of female and male students on campus

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 51 percent of the certified staff has less than 5 years of experience. **Root Cause:** Sheldon Lake has a high turnover rate for staff, requiring the hiring of new teachers.

Student Achievement

Student Achievement Summary

Sheldon Lake Elementary has completed three years as a new campus with two years of state assessment data because of the COVID-19 Pandemic.

May 2022 STAAR Mathematics, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Sheldon Lake Elementary	123	18	1407	57.47%	65.04%	36.59%	13.82%
Economic Disadvantage	99	18	1402	56.65%	63.64%	35.35%	14.14%
Asian	2	18	1386	56%	100%	0%	0%
Black/African American	33	16	1356	49.21%	45.45%	27.27%	12.12%
Hispanic	79	19	1428	60.75%	72.15%	39.24%	16.46%
Two or More Races	1	10	1253	31%	0%	0%	0%
White	8	20	1434	62.88%	75%	62.50%	0%
Currently Emergent Bilingual	45	19	1411	59.02%	75.56%	33.33%	6.67%
Special Ed Indicator	17	11	1252	34.18%	17.65%	11.76%	5.88%

May 2022 STAAR Reading, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Sheldon Lake Elementary	123	21	1413	61.33%	73.17%	37.40%	17.89%
Economic Disadvantage	99	21	1411	60.88%	71.72%	37.37%	17.17%
Asian	2	24	1467	69%	100%	50%	50%
Black/African American	33	20	1399	58.21%	63.64%	42.42%	21.21%
Hispanic	79	21	1412	61.58%	77.22%	31.65%	13.92%
Two or More Races	1	12	1262	35%	0%	0%	0%
White	8	25	1493	73%	75%	75%	37.50%
Currently Emergent Bilingual	45	21	1403	60.60%	77.78%	26.67%	6.67%
Special Ed Indicator	17	14	1278	41.82%	41.18%	11.76%	5.88%

May 2022 STAAR Mathematics, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Sheldon Lake Elementary	131	18	1496	54.11%	58.02%	26.72%	14.50%
Economic Disadvantage	117	18	1485	52.62%	55.56%	23.93%	13.68%
Asian	2	26	1653	76.50%	100%	50%	50%
Black/African American	43	17	1472	49.07%	41.86%	20.93%	11.63%
Hispanic	77	19	1502	55.66%	63.64%	27.27%	15.58%
Two or More Races	3	27	1648	78.33%	100%	66.67%	33.33%
White	6	17	1462	50.67%	66.67%	33.33%	0%
Currently Emergent Bilingual	43	20	1521	58.40%	72.09%	27.91%	16.28%
Special Ed Indicator	12	12	1392	36.67%	25%	8.33%	0%

May 2022 STAAR Reading, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Sheldon Lake Elementary	131	22	1484	61.53%	63.36%	34.35%	17.56%
Economic Disadvantage	117	22	1472	59.77%	60.68%	31.62%	15.38%
Asian	2	32	1718	89%	100%	100%	50%
Black/African American	43	21	1461	57.58%	53.49%	25.58%	16.28%
Hispanic	77	22	1480	61.58%	66.23%	33.77%	12.99%
Two or More Races	3	32	1686	89%	100%	100%	66.67%
White	6	24	1523	66.17%	66.67%	50%	50%
Currently Emergent Bilingual	43	23	1496	63.70%	72.09%	32.56%	9.30%
Special Ed Indicator	12	16	1380	44.25%	33.33%	8.33%	8.33%

May 2022 STAAR Mathematics, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Sheldon Lake Elementary	147	20	1563	56.07%	63.27%	31.29%	12.24%
Economic Disadvantage	132	20	1553	54.66%	61.36%	28.79%	11.36%
Asian	2	30	1721	82%	100%	100%	50%
Black/African American	49	19	1549	54.12%	67.35%	20.41%	8.16%
Hispanic	88	21	1572	57.14%	60.23%	37.50%	14.77%
Two or More Races	3	18	1517	50.33%	66.67%	0%	0%
White	5	18	1515	49.40%	60%	20%	0%
Currently Emergent Bilingual	43	22	1587	60.51%	69.77%	46.51%	16.28%
First Year of Monitoring	3	27	1715	74.67%	100%	66.67%	33.33%
Special Ed Indicator	20	14	1456	38.30%	25%	5%	5%

May 2022 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Sheldon Lake Elementary	147	27	1584	70.73%	77.55%	48.98%	29.93%
Economic Disadvantage	132	26	1573	69.42%	75.76%	46.97%	28.03%
Asian	2	31	1616	80%	100%	100%	0%
Black/African American	49	26	1577	68.94%	73.47%	44.90%	28.57%
Hispanic	88	28	1595	72.60%	81.82%	51.14%	31.82%
Two or More Races	3	23	1509	61.67%	66.67%	66.67%	33.33%
White	5	22	1489	57%	40%	20%	20%
Currently Emergent Bilingual	43	27	1581	71.95%	83.72%	46.51%	23.26%
First Year of Monitoring	3	33	1681	86.67%	100%	100%	33.33%
Special Ed Indicator	20	19	1446	48.90%	35%	15%	15%

May 2022 STAAR Science, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Sheldon Lake Elementary	147	21	3622	59%	55.10%	22.45%	6.12%
Economic Disadvantage	132	21	3595	58.08%	54.55%	20.45%	5.30%
Asian	2	20	3493	54.50%	50%	0%	0%
Black/African American	49	20	3547	55.86%	51.02%	14.29%	2.04%
Hispanic	88	22	3670	60.88%	57.95%	27.27%	9.09%
Two or More Races	3	19	3470	53%	33.33%	33.33%	0%
White	5	22	3671	62.20%	60%	20%	0%
Currently Emergent Bilingual	43	20	3566	56.63%	51.16%	18.60%	6.98%
First Year of Monitoring	3	27	3954	75%	100%	66.67%	0%
Special Ed Indicator	20	17	3350	46.40%	30%	10%	5%

Student Achievement Strengths

- Reading achievement on STAAR improved in all grade levels.
- In Math, the percentage of 3rd-grade students at meets has increased from 2021 STAAR scores from 25% to 37%
- In Reading, the percentage of 3rd-grade students at meets has increased from 2021 STAAR scores from 26% to 37%
- In Reading, the percentage of 5th-grade students at meets has increased from 2021 STAAR scores from 25% to 49%

- In Science, the percentage of 5th-grade students at meets has increased from 2021 STAAR scores from 10% to 22%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 3rd-5th grade students performed lower in Mathematics and in Reading. **Root Cause:** The current performance levels of students reflect gaps from the 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 an aligned curriculum, professional development on guided math, and provide intense instruction.

Problem Statement 2: Special Education students are performing lower than all other sub-populations in Reading and Math **Root Cause:** Classroom Tier 1 instruction lacks rigor and formative assessments. Special Education students have lost foundation instruction with the level of rigor being low which caused gaps in instruction. Additional intervention groups that focus on reteaching skills will assist in closing the gap and training on collaborative teaching will help teachers build capacity among Special Ed students.

School Culture and Climate

School Culture and Climate Summary

A new administrative team (Principal and Assistant Principal) was appointed mid-year on January 4, 2022, for the spring semester.

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

- 60% of the staff are motivated to contribute to their current duties
- 18% feel that they have adequate time to successfully accomplish their job responsibilities
- 53% of the staff feel appreciated for the work they do
- 54% of the staff feel physically safe at work
- 28 staff members participated in the survey
- 100% of the staff feel that they have seen more discipline issues among students this year

School Culture and Climate Strengths

Committees were set in place for Culture/Climate, PBIS, SBDM, Parent Engagement, and Math & Literacy in the spring of 2022.

In the spring of 2022, a committee established the mission and vision of the school and the Eagle Way.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students have severe gaps in their social emotional learning, especially with coping skills and conflict negotiation. **Root Cause:** Students have been out out school due to the global pandemic and society has changed greatly with regards to conflict resolution. Our students need to relearn skills related to conflict, anger and anxiety.

Problem Statement 2: Staff had difficulties with managing student behavior. **Root Cause:** The school staff did not have knowledge or strategies to manage increased student behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Qualified teachers are the number one variable for students success. One of the areas that needs support for our teachers is to continue staff development. To support our teachers in their growth and success with students it is recommended to continue Professional Development and provide support for teachers. Also increasing our staff rewards, incentives, and/or recognition.

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

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

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

Campus administrators and lead teachers mentor teachers on campus.

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

Staff Quality, Recruitment, and Retention Strengths

Staff is provided opportunities to participate in timely and appropriate district professional development throughout the school year. As an additional benefit, out-of-district staff members are eligible to apply for inter-district transfers for their children to attend school in SISD.

A strong mentoring program has been implemented at Carroll Elementary to ensure the needs of our new teachers are met. Guidance and assistance are consistently provided by the administrative team.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 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

Sheldon ISD provides the campus with the vertically aligned Sheldon curriculum including a scope and sequence for teachers to follow in all core subject areas. Classroom teachers worked with district personnel to help develop this curriculum. Teachers attend weekly planning with instructional coaches and teams plan together. Weekly PLCs are held on campus at the beginning of the school day. Teachers are provide additional strategies through AVID. Snapshot assessments were created by teachers. Coaches meet weekly with teacher for planning and support. Tutors and CIS provide assistance in the classrooms by pulling small groups for small group instruction and conferencing with students.

District snaps shots are given following each unit and benchmark assessments are given quarterly. After each curriculum based assessment, campus CISs and administration meets with grade level teams to disaggregate data, analyzing: strengths, weaknesses and trends. Students who exhibit ongoing struggles are place in intervention groups according to their needs.

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 including a scope and sequence for teachers to follow in all core subject areas. Classroom teachers worked with district personnel to help develop this curriculum. Teachers are provide additional strategies through AVID. Snapshot assessments were created by teachers. Coaches meet weekly with teacher for planning and support. Tutors and CIS provide assistance in the classrooms and virtually pulling small groups for small group instruction and conferencing with students virtually.

Eagle Time interventions

Guided Math

Guided Reading

Tutoring as needed

Teacher/Coaches develop formative assessments

Teachers, Coaches, and Administrators plan together

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Sheldon Lake 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

Currently, parents and the community are involved with the school through the the Site Based Decision Making Committee. Sign-in sheets are present at each meeting. The site based decision making committee is comprised of campus administrators, teachers, parents of students, a business representative, and community members. This year, we will be creating our first PTO and parent volunteer program.

All school information is printed and distributed in English as well as Spanish to accommodate the 74% Hispanic population. Messages are also posted on the marquee in front of the school. A monthly newsletter is distributed with a school activity calendar. Sheldon Lake Elementary communicates via School Messenger, Facebook, Twitter, flyers, and parent emails. An additional functionality of Skyward is that parents have 24 hour access to grades, attendance, and discipline records-Family Access.

Parent and Community Engagement Strengths

To establish strong parent involvement activities at Sheldon Lake Elementary in grades 1-5, district and school staff will involve parents in appropriate training for service in voluntary instructional and support roles at school. Parents will be invited to become active participants in their child's learning at every grade level, including membership in a variety of organizations. This year, we will be further engaging our parents, family and community through events such as:

- Fine Arts Performances and Displays
- Art Students' Participation in Houston Livestock Show
- GT Program and GT Expo
- County Health Fairs
- Dyslexia Parent Meetings
- Dual Language Parent Meetings
- Elementary UIL Events
- Family Math and Science Night
- Family Literacy Night
- GT Parent Meetings and Parent Survey
- Holiday Lunches on Campuses
- Book Breakfast for all students
- Lunch/Breakfast With Students
- Meet the Teacher Nights
- Red Ribbon Week Activities
- Student Health Advisory Committee (SHAC)
- Student Council Organizations
- Summer School Programs, Grades K-12
- Title I Parent Meeting and Parent Survey
- District Choral Canvas
- Campus Cultural Celebrations
- Campus Field Day events
- Parent/Teacher Conferences
- Careers on WheelsDances for students and parents

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Improve parent engagement and parent- teacher communication **Root Cause:** Communication between classroom teachers and parents to promote school events

School Context and Organization

School Context and Organization Summary

The campus and district use a variety of progress measures to guide instruction throughout the school year: district benchmarks, mock STAAR tests, MClass, Amplify, IReady, Galaxy Education, and DRA. The data from these assessments is disaggregated during PLC meetings for each grade level. This data is used to inform decisions regarded additional intervention or instruction that can occur both before, during, or after school. Common planning time is in place for each grade level.

Sheldon Lake Elementary has 31 total general education classrooms. The breakdown is as follows:

- 6 1st grade classrooms
- 6 2nd grade classrooms
- 6 3rd grade classrooms
- 7 4th grade classrooms
- 6 5th grade classrooms

Identified students will participate in one or more of the following special education programs, if assigned:

- Life Skills (1 teacher, 1 paraprofessional)
- Structured Unit (1 teacher, 2 paraprofessionals)
- BEST - Behavior Program (1 teacher, 2 paraprofessionals)
- Resource Math (1 teacher)
- Resource Reading (1 teacher)
- In Class Support (1 paraprofessionals)

The office staff consists of the following staff members:

- Principal
- Assistant Principal
- Counselor
- Campus Secretary
- Attendance Clerk
- PEIMS Clerk

Students rotate daily in the Specials/Anxillary classes. The following classes are provided to students:

- Music
- Art
- PE
- Library
- Computer Lab
- Drama

Four instructional specialists (ELA and Math/Science) are included on the support team, in addition to 2 intervention/support teachers and 2 paraprofessionals.

Daily Accelerated Instruction/Enrichment time is built into the master schedule to support all students, regardless of their level, to achieve at their potential.

School Context and Organization Strengths

Teachers' voice can be heard in the decision making process through site based decision making committees, faculty meetings, PBIS meetings, and campus leadership meetings which bring in the voice of all teachers, as well as through staff surveys. Team leader meetings are held monthly. Duty rosters and supervision schedules are created and monitored by administration.

Sheldon Lake Elementary has an after school program, provided through the 21 Century grant that students can attend at no cost.

A strong campus support team is organized to provide reading and math intervention support at every grade level.

A variety of support is in place for our students serviced through special education services.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The campus map indicates that all classrooms are being utilized for instruction, in addition to other areas on the campus. There is no room to accommodate a teacher unit if enrollment increases. **Root Cause:** With the increased number of students, all areas of the building are being used for instructional purposes, limiting areas of storage and group meetings.

Technology

Technology Summary

Sheldon Lake Elementary is a new school that employs the latest in touch screen interactive monitors in the classrooms and, due to the COVID pandemic, we moved quickly to a 1:1 student device program that will be continued in the future.

Teachers have projectors, document cameras, access to chromebooks and/or ipads for the classrooms, and technology training is provided during staff development. Teachers use technology in their classrooms daily so students can integrate technology daily in learning. The campus also has a computer lab.

Technology Strengths

Each student is issued a device

Teachers will now be issued a laptop

Touchscreen technology in the classrooms

Problem Statements Identifying Technology Needs

Problem Statement 1: Currently, 1st-2nd grade students use iPads. 1st-2nd grade students need to transition to chromebooks. **Root Cause:** Coronavirus Pandemic brought the need to have Chromebooks for all students in the campus. Students in 3rd-5th grade received Chromebook. Due to a nation wide shortage, there were not enough chromebooks devices to have 1st-2nd grade students be 1:1.

Priority Problem Statements

Problem Statement 1: 51 percent of the certified staff has less than 5 years of experience.

Root Cause 1: Sheldon Lake has a high turnover rate for staff, requiring the hiring of new teachers.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Equity 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: September 21, 2022

Goal 1: Sheldon Lake Elementary will maximize student learning for all students.

Performance Goal: By June 2023, Sheldon Lake Elementary will increase the overall STAAR component score from 38 to 48 by increasing the number of students
who achieve meets and masters.

Performance Objective 1: A. By June 2023, Sheldon Lake Elementary will increase the overall STAAR component score from 38 to 48 by increasing the number of students
who achieve meets and masters.

Evaluation Data Sources: 2022 STAAR assessment data and TAPR report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Comprehensive Support Strategy Targeted Support Strategy 1) Implement Objective-driven formative assessments to progress monitoring and track student data and growth using Guided Reading, Running records, mClass, and teacher/CIS created assessments in all grade levels that will provide provide opportunities for all children to meet the challenging State academic standards. (October 2022, December 2022, March 2023, and May 2023) **Strategy's Expected Result/Impact:** By the end of the 1st quarter we will review DCA data and expected results should be an increase of 5 percentage. **Staff Responsible for Monitoring:** Teachers Math/ELA Instructional coaches Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title I - $2,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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 such as data-driven instruction in the form of tutoring during school, after school and/ or summer school for 3-5 in order to meet minimum expectations on STAAR Math, Reading, and Science. (January 2023 , February 2023, March 2023, April 2023) **Strategy's Expected Result/Impact:** Campus and district based assessments will be used as monitoring tool **Staff Responsible for Monitoring:** Math/ELA instructional coach Assistant Principal Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-State Comp. Ed. - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize a variety of research-based instructional resources (STEM) and strategies (Balanced Literacy, Lead4ward, DRA, MClass-Amplify, stem scopes, Education Galaxy, AVID, Learning A-Z, Reading A-Z, electronic data walls, and intervention strategies) to maximize learning. Including technology integration and use of by students. (October 2022, December 2022, March 2023, and May 2023) **Strategy's Expected Result/Impact:** Classroom Observation, T-Tess data, assessment data, AVID walkthroughs, TTM Data **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide a variety of testing materials to make the STAAR experience smooth for all students including but not limited to printed materials, paper copies, books, Think Big Learning, and other resources. (September 2022, December 2022, March 2023, and May 2023) **Strategy's Expected Result/Impact:** Classroom Observations during STAAR testing **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 211-Title I - $2,500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide a variety of instructional materials to deliver targeted interventions (Tier 1, 2 and 3) 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 standard and maximize learning for all students; including but not limited to printed materials, paper copies, books, pocket folders, white boards, dry erase markers, chart paper, and other resources. (September 2022, November 2022, February 2023, and June 2023) **Strategy's Expected Result/Impact:** Classroom Observation, T-Tess data, assessment data, STAAR testing data, campus and district based assessments. **Staff Responsible for Monitoring:** Administrators, CISs and Interventionists **TEA Priorities:** Improve low-performing schools - **Funding Sources:** - 199-State Comp. Ed. - $2,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Sheldon Lake Elementary will maximize student learning for all students.

Performance Goal: By June 2023, Sheldon Lake Elementary will increase the overall STAAR component score from 38 to 48 by increasing the number of students
who achieve meets and masters.

Performance Objective 2: A. By June 2023, the student achievement score for all students taking the STAAR Reading will increase 12 points in approaches, 4 points at meets, and 3 points at masters.

The percentage of approaches will increase from 65% to 80%
The percentage of meets will increase to from 24% to 50%.
The percentage of masters will increase from 11% to 28%.

High Priority

Evaluation Data Sources: 2022 STAAR assessment data, TAPR report, and District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide Classroom Intervention Specialists (CIS) to support the teaching and learning process by coaching teachers and providing small group instruction for struggling students. (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased teacher capacity in their core subject areas, resulting in higher student achievement. **Staff Responsible for Monitoring:** Classroom Intervention Specialist and Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Professional development - 211-Title I - 50% - $140,000, - 199-State Comp. Ed. - 50% - $140,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide a strong foundation in reading for ALL students by ensuring professional development in guided reading grades 1-2; and to support reading to learn in grades 3-5. (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Increase in student reading growth and teacher calibration on administration of DRA/EDL assessment. **Staff Responsible for Monitoring:** Principal and Classroom Intervention Specialists **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title I - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Sheldon Lake teachers in each grade will participate in the TEA Science of Reading initiative, facilitated by the district literacy coaches. (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Professional development and in class support for teachers will show increased student achievement during the year. **Staff Responsible for Monitoring:** District Literacy coach Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide MClass for students in 1st - 3rd grade to give targeted, individualized support for each student, including those identified as At-Risk and those who need higher level enrichment in Reading. (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Students receive targeted time on MClass that is aligned to their need and they show individual growth during the year. **Staff Responsible for Monitoring:** Teachers CISs Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title I - $500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize our Intervention and Enrichment block to provide small group interventions in reading skills to at-risk students, specifically targeting sub-populations (Economically disadvantaged, Special Education, English Learners, African American, etc) and individual students who are at-risk of not meeting the challenging State academic standards (September 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased student achievement in reading for each student, based on their individual growth. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Utilize our Intervention and Enrichment block to provide opportunities for students to received "well-rounded" learning experiences in Project Based Learning, Gifted and Talented, Learning Through the Arts, etc. (September 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Enhanced opportunities for students to engage in higher level thinking activities. **Staff Responsible for Monitoring:** Administration, Campus Instructional Specialists, Activity team **TEA Priorities:** Improve low-performing schools				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Facilitate the implementation and fidelity of best practices in Reading through purchasing resources (guided reading leveled books) and materials (including paper to print Reading A-Z books), power planning sessions, data analysis, PLC's, modeling of Balanced Literacy and Guided Reading, coaching rounds, and AVID WICOR instructional strategies in 1st - 5th grade. (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased instructional capacity for all teachers in Reading. **Staff Responsible for Monitoring:** Teachers, Campus Instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Purchase start up materials and resources for Reading (including paper for Reading A-Z books) - 211-Title I - $4,000, Purchase intervention materials such as LLI and Dyslexia kits - 211-Title I - $6,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide STAAR camps prior to STAAR testing to enrich and remediate students on Reading skills. (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Increase in student achievement between district Mock assessments and STAAR assessments. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $2,500, - 211-Title I - $2,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Sheldon Lake Elementary will maximize student learning for all students.

Performance Goal: By June 2023, Sheldon Lake Elementary will increase the overall STAAR component score from 38 to 48 by increasing the number of students
who achieve meets and masters.

Performance Objective 3: By June 2023, student performance on the end of the year 1st grade Math assessments, the students will increase from 89% to 90%.

By June 2023, student performance on the end of the year 2nd grade Math assessment, the students will increase from 31% to 55%.

A. By June 2023, The student achievement scores for all students taking the STAAR Math (3-5) will increase from 75% to 80%.

By June 2023, student performance on STAAR 3rd - 5th grade STAAR Math scores will increase from 74% to 80% at the Approaches.
By June 2023, student performance on STAAR 3rd - 5th grade STAAR Math scores will increase from 40% to 44% in the Meets Grade Level.
By June 2023student performance on STAAR 3rd - 5th grade STAAR Math will increase from 18% to 22% in the Masters.

By June 2023, student performance for the African American population will increase from 23% to 35% on meets grade level or above.

B. Student Growth Measure: By June 2023, the overall growth measure will increase from 67% to 72%.

C. Closing the Gap Measure: By June 2023, the closing the gap measure will increase from 62% to 75%.

High Priority

Evaluation Data Sources: STAAR Math Scores, District assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide Classroom Intervention Specialists (CIS) to support the teaching and learning process by coaching teachers and providing small group instruction for struggling students. (Aug. 2022, November 2022, February 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased teacher capacity in their core subject areas, resulting in higher student achievement. **Staff Responsible for Monitoring:** Campus Instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide mClass for students in grades 1st - 3rd to give targeted, individualized support for each student, including those identified as At-Risk of not meeting the challenging State academic standards and those who need higher level enrichment in Math. (Aug. 2022, November 2022, February 2023, and June 2023) **Strategy's Expected Result/Impact:** Students receive targeted time on iStation that is aligned to their need and they show individual growth during the year. **Staff Responsible for Monitoring:** Teachers CIS's Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Facilitate the implementation and fidelity of best practices in Math and Science through purchasing math manipulatives and materials, power planning sessions, data analysis, PLC's, STEM Scopes, modeling of Guided Math, coaching rounds, and AVID WICOR instructional strategies in 1st - 5th grade. (Aug. 2022, November 2022, February 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased instructional capacity for all teachers in Math. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Purchase start up math manipulatives and materials - 211-Title I - $6,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize our Intervention and Enrichment block to provide small group interventions in 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, etc) and individual students. (Aug. 2022, November 2022, February 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased student achievement in math for each student, based on their individual growth. **Staff Responsible for Monitoring:** Teachers Campus instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide STAAR camps prior to STAAR testing to enrich and remediate students on Math and Science skills. (Aug. 2022, November 2022, February 2023, and June 2023) **Strategy's Expected Result/Impact:** Increase in student achievement between district Mock assessments and STAAR assessments. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $2,500, - 211-Title I - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Sheldon Lake Elementary will maximize student learning for all students.

Performance Goal: By June 2023, Sheldon Lake Elementary will increase the overall STAAR component score from 38 to 48 by increasing the number of students
who achieve meets and masters.

Performance Objective 4: By June 2023, The student achievement scores for all students taking the STAAR 5th Science will increase from 68% to 72%.

By June 2023, student performance on STAAR 5th grade STAAR Science scores will increase from 74% to 77% at the Approaches.
By June 2023, student performance on STAAR 5th grade STAAR Science scores will increase from 49% to 53% in the Meets Grade Level.
By June 2023, student performance on STAAR 5th grade STAAR Science will increase from 19% to 22% in the Masters.

Evaluation Data Sources: STAAR Science scores, District assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement student access to web-based Science lessons through Edusmart, Science Power Words during daily announcements, anchor charts, and word walls to increase science vocabulary. (Aug. 2022, November 2022, February 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased student achievement in identifying Science vocabulary words **Staff Responsible for Monitoring:** Administration, Campus Instructional Specialists, Teachers **Funding Sources:** - 199-General funds - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Facilitate continuous monitoring of data through student Science journals, quarterly data talks with staff, and setting goals with students after each local assessment to monitor academic growth by grade level, sub-populations, and special programs (Economically Disadvantaged, English Learners, Special Education, Gifted and Talented, etc.) (Aug. 2022, November 2022, February 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased student achievement in Science for each student, based on their individual growth. **Staff Responsible for Monitoring:** Teachers, Campus Instructional Specialists, Administration **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199-General funds - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus will provide technology opportunities to students in all areas including Activity areas like such as PE, STEM, Music, etc. Students will have access to Chromebooks, headphones with microphones, touchscreen tv, projectors. (September 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Integration of technology in different areas on campus **Staff Responsible for Monitoring:** Principal Director of Innovative Programs **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Sheldon Lake Elementary will maximize student learning for all students.

Performance Goal: By June 2023, Sheldon Lake Elementary will increase the overall STAAR component score from 38 to 48 by increasing the number of students
who achieve meets and masters.

Performance Objective 5: Sheldon Lake Elementary will foster best instructional practice through AVID teaching strategies, online instructional resources, professional development for teachers, participation in AVID conferences and workshops and AVID membership for the campus. (Aug. 2022, November 2022, February 2023, and June 2023)

Evaluation Data Sources: AVID membership, documentation of strategies in lesson plans and student work.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sheldon Lake Elementary will foster best instructional practice through AVID teaching strategies (including purchasing student planners / agendas), professional development for teachers, participation in AVID conferences and workshops and AVID membership for the campus. (Aug. 2022, November 2022, February 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased student achievement as a result of rigorous instructional strategies. **Staff Responsible for Monitoring:** Teachers, CISs, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** AVID Membership and Conference Registration - 211-Title I - $5,000, AVID Instructional Materials - 211-Title I - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Sheldon Lake Elementary will maximize student learning for all students.

Performance Goal: By June 2023, Sheldon Lake Elementary will increase the overall STAAR component score from 38 to 48 by increasing the number of students
who achieve meets and masters.

Performance Objective 6: Sheldon Lake Elementary will increase student attendance from 97.5% to 98%.

Evaluation Data Sources: Average Weekly Attendance reports for the 2022-2023 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Reward students with perfect attendance by giving attendance incentives (award) each week, each nine weeks and/or EOY through PBIS incentive program (Aug. 2022, November 2022, February 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased attendance as measured by attendance records, daily logs, excused files and records. School attendance rate will be at 98% **Staff Responsible for Monitoring:** Student attendance report broken down each week and each nine weeks period Assistant Principal, Principal, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199-General funds - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Sheldon Lake Elementary will attract, develop, and retain highly effective teachers.

Performance Objective 1: By June 2022, teachers will show professional growth as defined by the T-TESS instrument through a program of staff development.

High Priority

Evaluation Data Sources: Agendas and sign in sheets from PLCs, workshops, staff meetings and professional development sessions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide each new teacher (any teacher with less than one year of experience) with a campus-based mentor, staff development, observation time and coaching. (September 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased capacity for all new teachers and their retention for the next year. **Staff Responsible for Monitoring:** Lead Mentor Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 199-General funds - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training for all teachers on Response to Intervention, STAAR strategies, district "Best Practices" strategies, Essential Schools Framework priorities (Lesson Planning and corrective instructional action planning), AVID, team building, building positive relationships with stakeholders, Arts at the Core techniques, Universal Design for Learning strategies, PBIS, and differentiation to continue building instructional capacity. (September 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased capacity for all teachers and their retention for the next year. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199-General funds - $1,000, - 211-Title I - $1,000, - 199-State Comp. Ed. - $8,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide Campus Instructional Specialists to assist teachers with differentiated professional development, PLC and planning support, and in-class coaching opportunities to build their capacity for high quality instruction. (September 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased capacity for all teachers and their retention for the next year. **Staff Responsible for Monitoring:** Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 1. Goal 2, strategy 4: Provide training for the After School Program Site Coordinator by attending Local, State, and National Conferences as required or deemed necessary to fulfill the grant's requirements. (February 2023, March 2023, April 2023, and/or June 2023) **Strategy's Expected Result/Impact:** An increase in the staff effectiveness of the After School Program implementation. Certificate of Attendance Summative **Staff Responsible for Monitoring:** After School Program Coordinator District Contact * Report through Eduphoria Staff Responsible for Monitoring: After School Program Site Coordinator Title I Schoolwide Elements **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Professional development opportunities - 269 21st Century After-School Program (Cycle 11) - $3,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Sheldon Lake Elementary will promote parent and community engagement.

Performance Objective 1: By June 2023, Sheldon Lake will provide opportunities for all parent and family members to engage in campus events, which promote school-home communication, shared decision-making, and learning opportunities for parents and families to impact student achievement.

High Priority

Evaluation Data Sources: Attendance at engagement events, parent communication documents, and volunteer hours. Parent Engagement Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish and foster a Campus Parent and Family Engagement Committee that will work in conjunction with the SDMC to develop, implement, and review our campus parent and family engagement policy, events and climate concerns. This group will meet quarterly during the year. The agreed upon PFE policy will be offered in English and Spanish and available in the campus front office and library, the district office, and in community spaces such as Greensbrook Place Community Clubhouse and the North Channel Library, 15741 Wallisville Rd Houston, TX 77049. (September 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased parent voice and representation in the development and review our campus' parent/family engagement. **Staff Responsible for Monitoring:** Administration, Counselor **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title I - $1,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide a variety of opportunities to engage parents and families members on campus and at the Network Operation Center community location. a. Title I/Open House (Sept. 2022**) b. Family Engagement Night / Trunk or Treat (Oct. 2022) c. SDMC meetings (monthly) d. Math & Literacy Nights (multiple days/nights and times during the year**) e. PTO meetings / performances (Monthly) f. Parenting Partners Program g. Meet the Teacher (Aug. 2022) h. Field Day (May 2023) i. Parent and Family Advisory/Engagement Committee (twice during the year - different days and times) j. Kindergarten and 5th grade transition events to be supported by parents. (Plan included in Title I crate) k. STAAR packets for home engagement in the curriculum. l. Watch Dogs Parent Volunteer program **These events will be offered during the school day and evening and different days of the week for families with varying availability. (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Sheldon Lake will provide opportunities for ALL parents and community members at 100% participation. **Staff Responsible for Monitoring:** Administration, SDMC and PFE committees, Counselor **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title I - $3,000, - 199-General funds - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Promote the School-Home communication (i.e. newsletter, report cards, parent conferences, surveys, marquee, parent compacts, Remind 101, Classdojo, AVID binders, school web page and Twitter) in both English and Spanish. (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Parents and Families receive information in a language they communicate best. **Staff Responsible for Monitoring:** Administration Counselor **Funding Sources:** - 211-Title I - $500, - 199-General funds - $2,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Establish and foster community relationships, business partners and community organizations such as Houston Arts Partners, Houston Grand Opera, New Era Construction, and Generation Park businesses. (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** New partnerships established, presenting at local arts conferences **Staff Responsible for Monitoring:** Administration				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Meet monthly during the 2020-2021 school year and will review the CNA and CIP in a formative review format on 11/11/21, 1/13/22, 3/24/22, and 6/2/22. This document will be available to the public by copies made available in both English and Spanish in the following locations: Sheldon Lake Elementary Office, Sheldon ISD's Ney Building Front Lobby, Greensbrook Community Clubhouse and the North Channel Library (15741 Wallisville Rd Houston, TX 77049. (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Increased access for the public to view these documents and become involved. **Staff Responsible for Monitoring:** Administration Director of Federal Programs and Compliance **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Parents of students participating in the After School Program will be invited to participate in activities such as the Spring Showcase, Parent/Community Advisory board meetings held once per quarter and monthly parent education activities on various topics presented in English and Spanish. (September 2022, December 2022, March 2023, May 2023) **Strategy's Expected Result/Impact:** Formative: * Agenda, sign-in sheets, and minutes from Advisory board meetings Summative **Staff Responsible for Monitoring:** After School Program Site Coordinator **Funding Sources:** Contract with vendors and instructional materials to support presentations/refreshments - 269 21st Century After-School Program (Cycle 11) - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Sheldon Lake Elementary will ensure a safe and positive environment for all students.

Performance Objective 1: By June 2023, Sheldon Lake Elementary will create and foster a school-wide PBIS model that promotes a safe and positive campus culture.

High Priority

Evaluation Data Sources: End of Year staff, student and parent climate surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a PBIS model on campus using "Respect, Responsible and Ready" expectations throughout the campus and researched best practices such as CHAMPs, Conscious Discipline and Social-Emotional learning strategies / behavioral RtI (BASE Education Modules) to help students become successful, well-rounded students who can handle conflict resolution and extreme emotional challenges. (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** Low numbers of office referrals, successful student behaviors throughout the campus. Struggling students able to utilize strategies learned from BASE Education modules and counseling curriculum. **Staff Responsible for Monitoring:** Teachers and Administrators **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide transition strategies for assisting kindergarten and 5th grade children in the transition from early childhood education programs to local elementary school programs and middle school programs, respectively. (May 2023) **Strategy's Expected Result/Impact:** Students will tour classes and receive all pertinent information. **Staff Responsible for Monitoring:** Counselor and Administration **Funding Sources:** - 199-General funds - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a college and career mindset across the campus to expose students to post-secondary opportunities. -Career Pictures -College and Career Week -Careers on Wheels -College Day(Mondays) (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** College pennants displayed, college week activities, students/staff wearing college t-shirts every Monday. **Staff Responsible for Monitoring:** Campus Administration, AVID site team, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199-State Comp. Ed. - $2,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide enrichment programs such as dance, sports, keyboarding, cooking, gardening, social emotional learning, theater arts, etc. (September 2022, November 2022, January 2023, March 2023, May 2023, & June 2023) By June 2023, Sheldon Lake Elementary will cultivate a safe and supportive learning environment for all students, students, and staff. **Strategy's Expected Result/Impact:** Periodic Monthly meetings, sign in sheets Summative data through skyward **Staff Responsible for Monitoring:** After School Program Site Coordinator **Title I:** 2.5 **Funding Sources:** Vendors to provide enrichment activities to encourage student participation - 269 21st Century After-School Program (Cycle 11) - $10,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Increase student motivation by providing supplemental programs throughout the school year. -100th day of school -9 week award assembly -Cultural programs -PVA teaching artists and performances -End of year award assembly -Spelling Bee (Aug. 2022, November 2022, January 2023, March 2023, and June 2023) **Strategy's Expected Result/Impact:** 90% of planned events are held. **Staff Responsible for Monitoring:** Administration, SDMC, Activity team, teachers. **Funding Sources:** - 199-General funds - $5,000, - 211-Title I - $3,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement Safety plans and dismissal strategies for all students. Including ID badges and materials for ID Badges such as badge clips, pouches and lanyards. (September 2022, November 2022, January 2023, March 2023, and June 2023)				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Sheldon Lake Elementary will participate in the stewardship of district and campus finances.

Performance Objective 1: By June 2023, Sheldon Lake Elementary will implement effective allocation of financial resources 100% of the time to meet campus needs.

Evaluation Data Sources: The campus will establish effective processes and systems that support the district financial allocation process.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will implement a balanced budget. (Aug. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** All budget expenditures will be tied to campus improvement plan. **Staff Responsible for Monitoring:** Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus principal and secretary will attend district financial training. (Aug. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** Financial requisitions will reflect required documentation for purchases based on district requirements. **Staff Responsible for Monitoring:** Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus principal and secretary will establish a system to review the campus budget, follow up on expenditures, and ensure the alignment to campus improvement plan bi-monthly. (Aug. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** All budget expenditures will be tied to campus improvement plan. **Staff Responsible for Monitoring:** Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Angela Gaddis	Interventionist		1.0
Coleda Washington	Interventionist		1.0
Diamantina King	Campus Instructional Specialist		1.0
Jodi McDougal	SPED Paraprofessional		.5
Sylvia Balderas	Title I paraprofessional		.5
Yolimar Mear	Campus Instructional Specialist		1.0

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jacqueline Herrera	Principal
Classroom Teacher	Janette Chavez	1st Grade Teacher
Classroom Teacher	Kadijah Morgan	2nd Grade Teacher
Classroom Teacher	Joselyn Velazquez	3rd Grade Teacher
Classroom Teacher	Vernita Thomas	4th Grade Teacher
Classroom Teacher	Vilma Jimenez	5th Grade Teacher
Classroom Teacher	Lauren Cardenas	Movement Teacher
Classroom Teacher	Angela Gaddis	Interventionist
Business Representative	Jose Perez	New Era Owner
Business Representative	Janett Flores	JLA Realty
Non-classroom Professional	Veronica Flores	Attendance Clerk
Parent	Bani Alvarado	Parent
Parent	Katherin Meier	Parent
District-level Professional	Denise Mustin	Director of Early Childhood Programs

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	8			$2,500.00
1	3	2			$1,000.00
1	3	5			$2,500.00
1	4	1			$5,000.00
1	4	2			$1,500.00
1	6	1			$500.00
2	1	1			$1,000.00
2	1	2			$1,000.00
3	1	2			$1,000.00
3	1	3			$2,000.00
4	1	2			$500.00
4	1	5			$5,000.00
				Sub-Total	$23,500.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$2,500.00
1	1	5			$2,500.00
1	2	1		50%	$140,000.00
2	1	2			$8,000.00
4	1	3			$2,000.00
				Sub-Total	$155,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$2,500.00
1	1	4			$2,500.00
1	2	1	Professional development	50%	$140,000.00
1	2	2			$1,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$500.00
1	2	7	Purchase start up materials and resources for Reading (including paper for Reading A-Z books)		$4,000.00
1	2	7	Purchase intervention materials such as LLI and Dyslexia kits		$6,000.00
1	2	8			$2,500.00
1	3	3	Purchase start up math manipulatives and materials		$6,000.00
1	3	5			$500.00
1	5	1	AVID Membership and Conference Registration		$5,000.00
1	5	1	AVID Instructional Materials		$1,000.00
2	1	2			$1,000.00
3	1	1			$1,500.00
3	1	2			$3,000.00
3	1	3			$500.00
4	1	5			$3,000.00
				Sub-Total	$180,500.00

269 21st Century After-School Program (Cycle 11)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Professional development opportunities		$3,500.00
3	1	6	Contract with vendors and instructional materials to support presentations/ refreshments		$1,000.00
4	1	4	Vendors to provide enrichment activities to encourage student participation		$10,000.00
				Sub-Total	$14,500.00