Sheldon Independent School District

Stephanie Cravens Early Childhood Academy

2024-2025 Campus Improvement Plan



Mission Statement



The mission of the Stephanie Cravens Early Childhood Academy is to provide all students with a diverse and academically challenging curriculum that promotes personal success in Reading and where staff is committed to promoting all students' pride and self worth as they attain their full potential intellectually, socially, emotionally, and physically.

Core Beliefs

1. Core Belief
We believe each student can learn at or above grade level and will have an equal opportunity to do so.
Commitment
Each student will learn at or above grade level and have an equal opportunity to do so.

2. Core Belief
We believe family and community involvement is critical to student success.
Commitment
We will foster connections for families and community to support student learning.

3. Core Belief
We believe all learning environments should be supportive, safe, and secure.
Commitment
All school environments will be supportive, safe, and secure.

4. Core Belief
We believe effective teachers and leaders produce excellent results.
Commitment
We will recruit, support, retain, and recognize results-driven teachers and leaders.

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Demographics 22
Student Achievement 26
District Culture and Climate 30
Staff Quality, Recruitment, and Retention 31
Curriculum, Instruction, and Assessment 32
Family and Community Engagement 33
District Organization 34
Technology 35
Priority Problem Statements 36
Comprehensive Needs Assessment Data Documentation 37
Goals 39
Goal 1: SISD will maximize student learning for All. 39
Goal 2: SISD will attract, develop, and retain highly effective personnel. 49
Goal 3: SISD will promote parent/ community engagement. 53
Goal 4: SISD will ensure a safe and positive environment. 56
Goal 5: SISD will maintain and monitor systems to ensure financial responsibility across the district. 60
State Compensatory 62
Budget for Stephanie Cravens Early Childhood Academy 62
Title I Personnel 63
Campus Funding Summary 64
Addendums 66

Comprehensive Needs Assessment

Revised/Approved: May 31, 2024

Needs Assessment Overview

Needs Assessment Overview Summary



Cravens ECA Campus Needs Assessment Overview 24-25

The Cravens ECA campus SBDM team convened twice in May and reviewed various campus data to evaluate the overall goals for the district, to complete the campus program evaluation and to outline components of our 23-24 needs assessment. These steps were facilitated during the planning meeting on May 2, 2024 to gather input and evaluate our Parent Compact, Family Engagement Plan and Family Engagement Evaluation, and to start discussing the sources of data to use for the development of the 24-25 CNA.

The following members were present at both meetings:

Tristan Smith (CIS), Norma Cotten (Interventionist), Priscilla Galvan (Teacher), Aliza Draine (Teacher), Ashley Duque (Teacher), Javier Dominguez (Ancillary Teacher), Isylee Sanchez (Teacher), Desirae Feemster (Assistant Principal), Tiffany Cross, (CIS), Luisa Rodriguez (Teacher), Maria Vives (Principal), Mrs. Yesenia Ramirez and Ms. Isabel Rondo (parent Representatives), Leysa Cardona (paraprofessional), Cynthia Gonzalez (paraprofessional), Savanna Trevino (Teacher), and Ms. Elisa Hill (Community Representative Sheldon Little League).

The SBDM reviewed the EOY assessment data (CIRCLE, MCLASS (DIBELS and Lectura), FSA, TRC and Math EOY), student and teacher attendance data, student discipline records, and parent and staff surveys to determine the needs and goals for the 2023-2024 school year.

As a Title 1 campus we follow all Title 1 Federal requirements. Our parent/family engagement policy was developed with our CUB PACK (Parent Committee) in our September Cub Pack meeting (09/12/2023). Parents developed and approved the policy, and it was distributed (paper and electronically) to all families in both Spanish and English. It is also included in the student handbook and made available to our community both at school, district office, North Channel Library, and Greensbrook Community Center.

We hold several flexible parent and family engagement events both in the fall and spring semester and documented in our Title 1 crate. Events are held on different dates, locations, and times, with information in both languages.

Demographics:

Stephanie Cravens Early Childhood Academy has a student population of approximately 577 Pre-K 4 and Kindergarten students. The school serves early childhood students

who live in the south/west area of the district. It is mainly a neighborhood school. The student body is 91% economically disadvantaged, which qualifies our campus as a Title 1 school-wide campus. The student body consists of 72% Hispanic, 24% African American, 3% White, and 2% other. Approximately 43% of our student population is identified as EB/English Learners, 5% is Special Education and 67.24% are identified At-Risk.

Student Enrollment

Year	Enrollment
2016-17	630
2017-18	581
2018-19	651
2019-2020	630
2020-2021	535 (Covid Remote Year)
2021-2022	613
2022-2023	666
2023-2024	577

Student Demographics by Ethnicity – 23-24

Ethnicity	Campus
Hispanic	71.4%
American Indian	0.35%
Asian	.00%
African American	24.09%
Native Hawaiian	.00%
White	3.47%
Two or More Races	.69%

Student Longitudinal Demographics by Ethnicity

Ethnicity	2018	2019	2020	2021	2022	2023	2024
Hispanic	79	77	72	70	71	70.12	71.4%
American Indian	0	0	.3	0.6	.73	0.30	00
Asian	.5%	.6	.5	0.4	.18	.75	00
African American	16.5%	15	18.9	22	23	24.47	24.09%
Native Hawaiian	0	0	0	0	.18	0	00
White	3%	5.5	7.3	6	3.81	2.70	3.47%
Two or More Races	1.5	1.4	.7	2	2	0	.69%

Student Demographics by Gender

Gender	Campus
Male	50.43%
Female	49.57%

Student Demographics by Special Populations

Special Population	Campus
Special Education	16.19%
EB/EL Students	44.47%
Gifted & Talented	1.5%
Section 504	0.15%
Economically Disadvantaged	91.14%

Staff Demographics by Ethnicity

Ethnicity	Campus	District
Hispanic	48.6%	28.5%
AA	14.3%	38.8%
White	37%	29%
2 or more races	0	1.6%

Staff Demographics by Gender

Gender	Campus	District
Male	5.7%	24.2%
Female	94.3%	75.8%

Staff Demographics by Years of Experience

Years of Experience	Campus
Beginning	3 - 8%
1-5 years	7 - 20%
6-10 years	5 – 14.3%
11-20 years	10 – 51.4%
21- 30 years	2 – 5.7%
Over 30 years	0 - 0

Attendance Data:

22-23 Student ADA	23-24 Students ADA
90.7%	91.4%

Strengths and Problems:

Demographics:	Strengths:
577 students 91.4% ADA 97% HQ Staff high attendance	The population numbers are stable throughout the school year. Not too many students withdraw and enroll. Staff ethnicity closely resembles that of the student body.
	Problems: Attendance The school has been struggling to increase our student attendance rates. This year we did not meet our goal of 92% ADA, or the district's goal of 94%, although our sister elementary schools did meet the 94%.

Problem Statement: This year we did not meet our goal of 92% ADA, or the district's goal of 94%, although our sister elementary schools did meet the 94%.

Root Cause: Excessive unexcused absences, low parental commitment to early childhood education. Elementary schools did meet the 94% goal, indicating that parents of EC students need to understand the importance of early intervention. Gaps in learning created by amount of instruction missed.

Student Achievement:

Our students enroll in school at all different levels and abilities. Our overall goal is to facilitate the learning of all students so that they all master the required skills set by the state to be successful in school and in their next grade level providing them with a well-rounded education. Based on assessment data, surveys, attendance and discipline data, the following strengths and needs were identified by the campus improvement committee.

Pre-K DATA

ABCs and 123s			ABCs and 123s Spanish		
Skill	EOY 22-23	EOY 23-24	Skill	EOY 22-23	EOY 23-24
Letter ID	Proficient 35% Emerging 65%	Proficient 64% Emergent 36%	Letter ID	Proficient 73% Emerging 27%	Proficient 86% Emergent 14%
Letter Sounds	Proficient 49% Emerging 51%	Proficient 81% Emergent 19%	Letter Sounds	Proficient 87% Emerging 13%	Proficient 91% Emergent 9%
Numbers	Proficient 32% Emerging 68%	Proficient 62% Emergent 38%	Numbers	Proficient 41% Emerging 59%	Proficient 80% Emergent 20%

CLI English			CLI Spanish		
Skill	EOY 22-23	EOY 23-24	Skill	EOY 22-23	EOY 23-24

CLI English			CLI Spanish		
PA Overall	On-Track 76%	On-Track 89%	PA Overall	On-Track 82%	On-Track 95%
Math Overall	On-Track 80%	On-Track 89%	Math Overall	On-Track 90%	On-Track 94%
Book and Print	On-Track 82%	On-Track 82%	Book and Print	On-Track 83%	On-Track 93%
LS	On-Track 67%	On-Track 91%	LS	On-Track 85%	On-Track 96%

Kindergarten DATA:

MCLASS DIBELS	EOY 22-23				EOY 23-24			
Skill	Well Above	On Track	Below	Well Below	Well Above	On Track	Below	Well Below
Composite Score	24	44	16	16	31	43	12	14
Letter Names (LNF)		71	9	20		72	11	17
Phonemic Awareness (PSF)	26	14	15	45	50	18	8	24
Letter Sounds (NWF-CLS)	18	45	18	19	18	51	16	15
Decoding (NWF-CLS)	27	25	12	36	26	30	6	38
Word Reading (WRF)	21	32	21	26	23	28	19	30
Vocabulary		45	24	31		47	23	30
Spelling		40	21	39		46	21	33

MCLASS LECTURA	EOY 22-23				EOY 23-24			
Skill	Well Above	On Track	Below	Well Below	Well Above	On Track	Below	Well Below
Composite Score	64	24	3	10	54	35	6	5
Letter Names (FNL)	49	37	1	13	38	44	9	8
Phonemic Awareness (FSS)	40	50	2	8	44	46	5	5
Letter Sounds (FSL)	40	42	5	13	28	44	19	13
Decoding (LSS)	42	32	7	19	42	32	8	18

MCLASS DIBELS	EOY 22-23				EOY 23-24			
Word Reading (FEP)	40	34	1	25	28	38	8	26

TRC English	Blue - Above	Green Proficient	Yellow - Below	Red Well Below
EOY 22-23	9	37	21	33
EOY 23-24	16	27	23	34

TRC Spanish	Blue - Above	Green Proficient	Yellow - Below	Red Well Below
EOY 22-23	32	32	6	30
EOY 23-24	26	36	15	23

FSA Skill	EOY 22-23	EOY 23-24
Rhyming Identification	75.27	
Syllables	91.21	
Onset and Rime blending	76.37	
Phoneme blending		
Phoneme Segmentation	78.57	
Letter Naming uppercase	92.85	
Letter Naming Lowercase	93.41	
Letter Sound Correspondence	92.86	
Decoding	42.31	
HFW - Read	66.49	
Encoding - Spelling patterns	44.5	
Encode - HFW	56.59	
Handwriting - PC, LC Letters	92.85	

TRC English	Blue - Above	Green Proficient	Yellow - Below	Red Well Below
Overall Score	87.36			
FSA Skill - Spanish	EOY 22-23	EOY 23-24		
Contar las silabas	92.26			
Combinación de silabas	96.7	95		
Aliteración	88.43	84		
Quitar silabas	67.77	56		
Anadir silabas		69		
Separar silabas		99		
Nombrar las letras - May	93.39	90		
Nombrar las letras - Min		92		
Correspond de letras-sonido; Cons	95.87	86		
HFW	88.43	75		
Decodificar silabas cerradas	71.9	72		
Decodificar silabas abiertas		75		
" " Oraciones		71		
[illegible]	[illegible]	[illegible]		

KG MATH EOY 23-24
Overall

	Met Standard	Approaches Standard	Did Not Meet Standard
Cravens ECA	83.90%	11.30%	4.79%
Economic Disadvantage	81.96%	12.55%	5.49%
American Indian/Alaskan Native	100%	0%	0%
Asian	100%	0%	0%
Black/African American	77.27%	16.67%	6.06%
Hispanic	85.12%	10.23%	4.65%
Two or More Races	100%	0%	0%

KG MATH EOY 23-24 Overall			
White	100%	0%	0%
Currently Emergent Bilingual	83.21%	13.14%	3.65%
Special Ed Indicator	61.76%	26.47%	11.76%

Student Achievement: **CLI, FSA, MCLASS, MCLASS Lectura, and EOY Math**	**Strengths:** **Our MCLASS English scores showed great gains in the area of reading.** **Our PK CLI scores (E and S) show great improvement in ALL (PA and Math) areas! Sometimes with a 20 point increase.**
	Problems: **Spanish scores in kinder decreased across all subjects in all assessments. This is very concerning.** **Although PA has increased according to our MCLASS scores, text application continues to hold our reading levels back. Students know their letters and sounds and are able to manipulate them, but do not apply it to reading.**

Problem Statements:

- Kindergarten reading achievement will only improve if our students apply their acquired PA skills to text.
- Spanish scores decreased across all content according to results.

Root Cause:

- Small group instruction having students experience text and applying learned skills is not happening consistently.
- New staff and implementing of Fueling Brains in the Kinder level. Intervention for bilingual students was not sufficient in all areas.

Student achievement, especially in literacy, continues to show areas of improvement. Our campus will address this need by providing quality, targeted professional development in literacy that will impact classroom strategies, data-driven instruction, and the implementation of best practices. We will also provide teachers with high-quality materials to overcome the lack of exposure students have at home.

Family And Community Involvement:

Cravens ECA, has developed a strong CUB Pack. Our volunteers support our campus in everything we might need. The Parent Compact is developed with them and they are our biggest advocates with the community. Communication between school and parents is constant through many mediums such as Parent Square, Peak of the Week and monthly bulletins sent paper/electronic. Every month the school holds a Fun Run to instill healthy habits in our families. This past year we held over 6 academic nights/events where parents could receive information on how to better help their child at home, our needs as a school when it comes to increasing our scores, and family academic activities in science, math and reading. This is our second year of having Watch DOGS, with good success.

Parent survey results 2024:

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
The school gives instruction that meets the individual needs of my child.	54%	39%	2%	5%	0%
My child's school gives excellent academic counseling and/or career planning services.	43%	23%	20%	3%	1%
Overall, I am satisfied with the teachers and staff at this school.	69%	24%	7%	0%	0%
Campus administration does a good job operating my child's school.	83%	9%	4%	2%	2%
Teachers make learning interesting and relevant.	75%	16%	9%	0%	0%
The school is kept clean and in good condition.	90%	10%	0%	0%	0%
My child's school has explained the different tests used to determine student academic achievement to me.	41%	28%	22%	4%	0%
My child feels safe at school.	73%	25%	2%	0%	0%
My child feels safe on the bus.	24%	38%	37%	1%	0%
My child's school is proactive against bullying and responds appropriately to any incidences of bullying.	43%	31%	19%	2%	5%

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
The school maintains high academic standards and expectations for all students.	56%	31%	10%	3%	0%
School staff treats me with respect.	69%	22%	5%	2%	2%
My child's school communicates with me in a language that I can understand.	90%	9%	0%	0%	1%
Discipline rules are consistently and fairly enforced at my child's school.	52%	31%	10%	4%	3%
My child's school gives opportunities for and encourages me to participate in parent/ teacher conferences.	67%	21%	6%	1%	5%
The school and district value parent/community feedback.	10%	60%	13%	12%	5%
My child's school provides parents with the training and materials to help me support my child at home.	56%	24%	15%	3%	2%
The school and district have provided access to the parent engagement policies and the parent/school compact via district website or paper copy.	51%	38%	10%	0%	0%
I feel the school district adequately informs me about issues and major decisions regarding crisis situations, academic programs, student growth, school finance, school calendar, district policies, etc.	49%	39%	12%	0%	0%
	A	B	C	D	F
What overall grade would you give your child's school?	76%	17.3%	3.78%	2.22%	0.7%

Family and Community Involvement: **Parent Survey and Volunteer Hours**	**Strengths: Cravens volunteer hours increased when compared to last year! We had 3,291.36 hours volunteered.** **We had overall increased/good attendance to our family events. Parent communication is always in both languages written and at events.**
	Problems: Low parental involvement from our English classes; it is lower than what we would like to see when compared to the bilingual classes.

Problem statement:

English Speaking parents do not attend as many parent engagement and involvement events offered at the school, as per sign in sheets.

Root cause:

- Parents support campus but do not necessarily see them themselves as an integral part of their child's education and learning process. They attend fun events, but not necessarily academic ones.
- Some parents may feel intimidated by the rigor of today's educational requirements.

Curriculum, Instruction, and Assessment:

Cravens is a PK – K campus that follows all district curriculum. We have full day Pre-K programs for all district students targeting executive functions at an early stage. We service our EB population in bilingual classes or ESL. In kindergarten students have the option of participating in a Dual Language program. Two major focus areas for Cravens: STR and a focus on RTI. Literacy has a focus on direct and explicit teaching of the 5 pillars of literacy: vocabulary, phonemic awareness, Phonics, fluency, and comprehension, this takes places during the reading block with a dedicated time for phonics instruction and reading time.

Curriculum, Instruction, and Assessment:	**Strengths: success using the Sound Wall in one of classrooms as a pilot, shown by increased scores.** **Another strength is teachers showcasing classroom practices and on campus targeted PD with make and take opportunities.** **PLC continues to be a positive change in our building as teacher teams are taking ownership of the process.**
	Problems: **Professional development offered by the district in reading and math are not meeting the needs of our teaching staff. Limited PD is offered for our grade bands/ lack of support at power-ups for our bilingual and DL teachers.**

Problem Statement:

Professional development offered by the district in reading and math are not meeting the needs of our teaching staff and community.

Root cause:

- PD is geared towards elementary grade bands and STAAR, teachers are often asked to tweak certain strategies to prepare students for STAAR levels.
- Bilingual/DL PD is not offered locally.

Staff Quality, Recruitment and Retention:

For the 23-24 school year, most of the Cravens' staff was identified as Highly Qualified. The staff consisted of 2 campus administrators,2 instructional coaches, 1 counselor, 1

school nurse, 35 classroom teachers, 3 special education ECSE teachers, and 27 instructional aides.

The average years of experience was 10.4.

Sheldon ISD has a strong New Teacher Mentor program and each of our new teachers will be assigned a mentor. Sheldon ISD also has an employee daycare providing convenient hours for employees.

There is very little teacher turnover at Cravens ECA. For the 23-24 school year, there was an increase in turnover: 1 teacher retired, 2 teachers relocated to a different city, and 1 teacher left for promotion. 3 teachers resigned to work at a different school or district.

Staff DATA:

Staff Demographics by Ethnicity

Ethnicity	Campus	District
H		.5%
A		.8%
W		%
2 or more races	0	1.6%

Gender	Campus	District
Male	5.7%	24.2%
Female	94.3%	75.8%

Staff Demographics by Gender

Staff Demographics by Years of Experience

Years of Experience	Campus
Beginning	3 – 8%
1	
6-10 years	5 – 14.3%

Staff Quality, Recruitment, and Retention:	**Strengths: Minimal teacher turnover, less than 8%. Effective staff who attend and engage in professional development.**
	Problems: retaining paraprofessionals

Years of Experience	Campus
11-20 years	10 – 51.4%
21- 30 years	2 – 5.7%
Over 30 years	0 - 0

Problem Statement:

We have a high paraprofessional turnover.

Root cause:

The pay is very low for the demands of the job.

School Culture and Climate:

Teachers, parents, and students were given an opportunity to complete an anonymous survey at the end of the school year. These are some of our findings:

According to each survey the majority of all stakeholders are pleased with they way we do business.

Parent Survey Results: 135 responses-increase from the 47 of last year.

93% of our parents rated Cravens ECA at a B or higher. Cravens is a happy and high energy campus. Parents indicated that they liked that the campus was organized, safe and secure, and provided special events and parent involvement opportunities. 90% agreed that they were informed in a timely and effective manner about their child and school events. Most were pleased with the Parent square app. Parents indicated they wanted to know more about the curriculum, student progress and ways they can help their child at home (homework.)

Student survey Results: 100 students sampled

- 90% of students sampled feel safe in cafeteria
- 88% of students want to come to school
- 98% of students make friends at school

It is evident that most students feel safe in all settings. Also, most students like coming to school and making friends at school. It is our goal to continue working to preserve safety and to improve our strategies so that all students feel safe, which in turn will affect their willingness to come to school and make friends.

Staff Survey Results: only 55 responses

Staff Survey Indicated the following strengths: family friendly atmosphere, Family Events, Supportive Administration, Data-driven decisions. Teachers collaborate during PLCs to improve instructional planning and delivery.

- We only received 55 responses out of 78 faculty and staff
- Minimal teacher turnover, less than 8%
- 63% feel that they have enough time to accomplish responsibilities
- 85% think students are motivated to learn

- 12% do not feel physical safe at school
- 99% feel that they receive what they need for classrooms materials.

School Culture and Climate:	**Strengths: Instructional Paraprofessionals added to PK have been a game changer for school and in student results. Excellent support from behavior team, Mentors, and Teams. School Family Events. Parent survey shows that parents are very satisfied or very satisfied with the school, teachers and admin.**
	Problems: Some staff members feel that cultures are not equally celebrated. Not all voices are heard, some feel they are no appreciated or treated like experts.

Problem Statement:

30% of staff does not feel appreciated, their voices heard, or treated like experts.

Root cause:

Lack of communication of expectations and facts between Admin team and staff. Broken channels of communication between committee reps and their teams.

School Organization:

The school organization is comprised of many processes designed to build the capacity of teachers, maximize the learning for all students, and engage parents in their child's learning. We have the following processes in place:

- Weekly Common Team Collaboration meetings built into the master schedule and are used to give teacher teams a common planning time for lesson planning, data disaggregation, professional development, and to address student concerns.
- Instructional Coaches wors with teachers to build their instructional capacity. All new teachers have mentors and are supported throughout the year.
- STEAM lab and specials for all groups and special pops.
- Implementation of dual language two-way program.
- School-wide implementation of Conscious Discipline and PBIS
- RTI Interventionist and RTI paras meet to discuss struggling students, develop an intervention plan, and monitor progress with classroom teachers.
- Implementation of Fueling Brains program in PK and Kindergarten to develop students' brains and increase neuroplasticity.

School Organization: Schedules, master schedules	**Strengths: Duties schedule is fair and rotates, everyone is held accountable for safety and support. New wing and advantages of bond (new furniture, front office, PA system, technology, additional restrooms.)**
	Problems: Creating time for school-wide interventions and enrichment.

Problem Statement:

The school needs to provide school-wide PIE time. **To help provide a well-rounded education.**

Root Cause:

Every department states how much time needs to be dedicated to their subject area, and is very difficult to find the time during the day.

Technology:

Sheldon ISD and Cravens ECA value the instructional benefit and learning resources that technology can provide. Our librarian is a media specialist and part of her responsibility is to model and coach staff members on how to integrate digital learning in their lesson plans.

Technology:	**Strengths: Teachers are using the required district technology applications. Cravens was the MCLASS reading/lectura winner every 9 weeks.**
	Problems: **We need additional devices that can meet the requirements for the required applications.**

Problem Statement:

New devices are needed to replace the old technology in the school, that can no longer support new applications and their requirements.

Root cause:

Cravens received many old devices from other schools, the replacement rotation of these 1 to 1 devices has been very slow.

Summary/Bridge of Identified Problems

1. Problem Statement:

Professional development offered by the district in reading and math are not meeting the needs of our teaching staff and community.

- Root cause:

  - PD is geared towards elementary grade bands and STAAR, teachers are often asked to tweak certain strategies to prepare students for STAAR levels.
  - Bilingual/DL PD is not offered locally.

2. Problem Statement:

- Kindergarten reading achievement will only improve if our students apply their acquired PA skills to text.
- Spanish scores decreased across all content according to results.

- Root Cause:

- Small group instruction having students experience text and applying learned skills is not happening consistently.
- New staff and implementing of Fueling Brains in the Kinder level. Intervention for bilingual students was not sufficient in all areas.

3. **Problem Statement:**

This year we did not meet our goal of 92% ADA, or the district's goal of 94%, although our sister elementary schools did meet the 94%.

- Root Cause:

Excessive unexcused absences, low parental commitment to early childhood education. Elementary schools did meet the 94% goal, indicating that parents of EC students need to understand the importance of early intervention. Gaps in learning created by amount of instruction missed.

Three Areas of Focus for Next Year

Student Achievement – Reading & Math

Student Attendance

Targeted Professional Development

Campus Targets:

Cravens ECA will:

1. Provide opportunities for all children, especially students at-risk, to meet the challenging State academic standards.

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.**

3. Address daily attendance by continuing to provide systems that will help improve our student attendance rates, including parent and family trainings, personal meetings on the importance of attendance and school activities, as well as student and family rewards.

To produce continuous improvement across all grade levels and student demographic populations and to educate a "well-rounded" student, the following priorities have been identified for the 2024-2025 school year:

1. Provide training and coaching for all kindergarten and Pre-K teachers in main focuses such as: Fueling Brains, Science of Teaching Reading, developing workstations, tiered instruction, and assessment.
2. Provide a systematic RTI process utilizing a certified interventionist and interventionist aides to facilitate small group, targeted reading and math interventions for at-risk students according to data.
3. Provide training, coaching, and resources for a standard phonics/ phonemic awareness program, reading and writing (such as books, dry-erase boards and markers, paper, notebooks, etc), Eureka and guided math, Fueling Brains thematic and developmental curriculum for Pre-K and Kindergarten.
4. Support, train, and continue implementation of PLC process, to disaggregate students and campus data, to make data driven decisions that impact students' achievement, improvement and SEL.
5. Provide training and communication to all parents so that they understand the curriculum and learning objectives for their child, increase parental engagement and involvement, and provide resources for them to help their child at home with those skills along with support for the child's brain development and executive functions. Flexible parent and family engagement events will be offered in the fall and spring semesters and at other locations besides our campus.
6. Continue implementing high-yielding strategies, provide support and encourage staff growth and retention by attending and offering specialized professional and staff development, student materials and coaching, to improve teaching and learning of all sub groups (special education, Emergent Bilinguals (EB), Gifted and Talented, and at-risk students).
7. Continue to focus on safe and secure schools through PBIS, safe and secure schools, MTSS, CHAMPS, and SEL skills through Conscious Discipline and anti-bullying lessons.
8. Provide continuous staff development on digital learning apps and programs (Fueling Brains App, RAZ Kids, Ready Rosie) to enhance learning.
9. Provide communication and training for parents to cover Skyward Family Access, Fueling Brain App, curriculum, technology, discipline, and development stages/ skills.
10. Encourage critical and creative thinking through the (STEAM) program by providing resources for students to have hands-on opportunities to discover Science, Technology, Engineering, Arts, and Math concepts.
11. Implement Fueling Brains approach to provide PK children with holistic, effective, and child-centered curriculum to increase development of executive brain functions.

The campus CNA was developed, reviewed, and revised on the following dates for the 2023-2024 school year:

August 29, 2023

September 26, 2023

October 24, 2023

November 14, 2023

January 30, 2024

February 13, 2024

March 19, 2024

April 23, 2024

May 2, 2024 (Needs Assessment 1st Meeting and Parent Engagement Self-Assessment) and May 31st, 2024 (Needs Assessment for 24-25, and Campus Program Eval was completed for the 23-24 school year.)

Upon Approval by the Sheldon ISD Board of Trustees, the final CIP will be translated in Spanish to meet the needs of our student population and community.

A copy of this Campus Improvement Plan can be found in English and Spanish at the campus in the office or the library, online at www.sheldonisd.com, or at our local public library - North Channel Library.

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

NOTE: TAPR containing all Demographics information has been included in the Addendums uploads.

Stephanie Cravens Early Childhood Academy has a student population of approximately 666 Pre-K 4 and Kindergarten students. The student body is 88% economically disadvantaged which qualifies our campus as a Title 1 school-wide campus. The student body consists of 70% Hispanic, 22% African American, 6% White, and 2% other. Approximately 43% of our student population is identified as EB/English Learners, 5% is Special Education and 58% are identified At-Risk.

Student Enrollment

Year	Enrollment
2016-17	630
2017-18	581
2018-19	651
2019-2020	630
2020-2021	535 (Covid Remote Year)
2021-2022	613
2022-2023	666

Student Demographics by Ethnicity – 22-23

Ethnicity	Campus	District
Hispanic	70.4%	69.4%
American Indian	0.73%	.3%
Asian	.18%	.5%
African American	22.8%	23.6%
Native Hawaiian	.18%	
White	3.81%	4.7%
Two or More Races	1.81%	1.5%

Student Longitudinal Demographics by Ethnicity

Ethnicity	2016	2017	2018	2019	2020	2021	2022	2023
Hispanic	76	78	79	77	72	70	71	70.12
American Indian	0	0	0	0	.3	0.6	.73	0.30
Asian	0	.5	.5%	.6	.5	0.4	.18	.75
African American	17%	16%	16.5%	15	18.9	22	23	24.47
Native Hawaiian	0	0	0	0	0	0	.18	0
White	4.63	3.3	3%	5.5	7.3	6	3.81	2.70
Two or More Races	1.55	1.3	1.5	1.4	.7	2	2	0

Student Demographics by Gender

Gender	Campus	District	State
Male	51.18	50.6	49.1%
Female	48.82	49.4	50.9%

1. **Student Demographics by Special Populations**

Special Population	Campus	District	State
Special Education	13.96%	9.2%	11.1%
EB/EL Students	43.39%	32.6%	20.7%
Gifted & Talented	1.5%	4.96%	7.7%
Section 504	0.15%	2.06%	7.2%
Economically Disadvantaged	91.14%	80.6%	60.3%

1. **Staff Demographics by Ethnicity**

Ethnicity	Campus	District
Hispanic	48.6%	28.5%
AA	14.3%	38.8%
White	37%	29%
2 or more races	0	1.6%

1. **Staff Demographics by Gender**

Gender	Campus	District
Male	5.7%	24.2%
Female	94.3%	75.8%

1. **Staff Demographics by Years of Experience**

Years of Experience	Campus	District
Beginning	3 - 8%	18.5%
1-5 years	7 - 20%	35.0%
6-10 years	5 – 14.3%	17.2%
11-20 years	10 – 51.4%	23.2%
21- 30 years	2 – 5.7%	5.6%
Over 30 years	0 - 0	.8%

Demographics Strengths

- Early Childhood school hosting only kindergarten and Prekindergarten students allows for more attention on student needs.
- All Sub-populations are relatively stable,
- Three ECSE classrooms for students with special education needs
- Campus student and staff demographic percentages are aligned with district percentages
- Diverse staff population
- Campus staff have more years of experience that that compared to the district

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The school has been struggling to increase our student attendance rates. This year we did not meet our goal of 92% ADA. **Root Cause:** Excessive unexcused student absences, low parent commitment to education.

Problem Statement 2 (Prioritized): On TRC our Spanish scores dropped, for the first in several years. under performing their English peers by 12% points. A score of 62%, dropping 2 % points from last year. **Root Cause:** New implementation of executive functions and lack of early intervention for low performing and unidentified students.

Problem Statement 3 (Prioritized): Special populations do not receive equal professional development support in curriculum and instruction during district-wide staff development days. **Root Cause:** Campus is not empowered by district to design PD for bilingual students. MCLASS Lectura does not provide intervention curriculum support for bilingual

students in ESPANOL.

Student Achievement

Student Achievement Summary

Our students enroll in school at all different levels and abilities. Our overall goal is to facilitate the learning of all students so that they all master the required skills set by the state to be successful in school and in their next grade level. Based on assessment data, surveys, attendance and discipline data, the following strengths and needs were identified by the campus improvement committee.

PRE-K Data:

ABCs and 123s				**Spanish ABCs**			
Skill	BOY	MOY	EOY	Skill	BOY	MOY	EOY
Letter ID	Proficient 17% Emerging 83%	Proficient 35% Emerging 65%	Proficient 69% Emerging 31%	Letter ID	Proficient 4% Emerging 96%	Proficient 73% Emerging 27%	Proficient 92% Emerging 8%
Letter Sounds	Proficient 16% Emerging 84%	Proficient 49% Emerging 51%	Proficient 84% Emerging 16%	Letter Sounds	Proficient 16% Emerging 84%	Proficient 87% Emerging 13%	Proficient 95% Emerging 5%
Numbers	Proficient 19% Emerging 81%	Proficient 32% Emerging 68%	Proficient 54% Emerging 46%	Numbers	Proficient 7% Emerging 93%	Proficient 41% Emerging 59%	Proficient 64% Emerging 36%

Kindergarten Data:

MCLASS Dibels	BOY				MOY				EOY		
Skill	Well Above	On Track	Below	Well Below	Well Above	On Track	Below	Well Below	Well Above	On Track	Belov
Composite Score	34	18	12	36	24%	25%	18%	33%	29	37	15
Letter Names (LNF)		50	13	37		44%	13%	43%	0	56	13
Phonemic Awareness (PSF)	23	29	21	27	82	28	9	35	54	19	9
Letter Sounds (NWF-CLS)	19	19	10	33/19	23	23	27	27	24	34	21
Decoding (NWF-CLS)		17	64/19		25	17	11	47	31	23	19
Word Reading (WRF)		21	58/21		32	26	10	31	24	26	23

MCLASS Dibels	BOY	MOY	EOY

MCLASS IDEL	BOY				MOY				EOY		
Skill	On Track	Developing	Below		On Track	Developing	Below		On Track	Developing	Below
Instructional Recommendation	84	12	4		59	31	10		74	16	10
Fluidez en Nombrar Letras	84	12	4		72	14	14		78	13	9
Fluidez en la Segment de Fonemas	42	29	29		48	36	16		31	36	33
Fluidez en el Uso de las Palabras					65	23	12		81	9	10

TRC English	Blue - Above	Green Proficient	Yellow - Below	Red Well Below
BOY	30	43	12	15
MOY	19	21	21	39
EOY	19	32	19	30

TRC Spanish	Blue - Above	Green Proficient	Yellow - Below	Red Well Below
BOY	19	68	3	11
MOY	40	16	29	15
EOY	37	26	13	24

FSA Skill	FSA #1 N/A	FSA #2 Met	FSA #3	
Rhyming Identification		58%	75.27	
Syllables		86	91.21	
Onset and Rime blending		71	76.37	
Phoneme blending		50		
Phoneme Segmentation		58	78.57	
Letter Naming uppercase		85	92.85	
Letter Naming Lowercase		82	93.41	
Letter Sound Correspondence		81	92.86	
Decoding		32.3	42.31	
HFW - Read		65	66.49	

TRC English	Blue - Above	Green Proficient	Yellow - Below	Red Well Below
Encoding - Spelling patterns		38	44.5	
Encode - HFW		53	56.59	
Handwriting - PC, LC Letters		81	92.85	
Overall Score		55	87.36	

FSA Skill - Spanish	FSA #1 N/A	FSA #2 Met	FS #3 Met	
Contar las silabas		92	92.26	
Combinacion de silabas		94	96.7	
Aliteracion		80	88.43	
Combinar fonemas		93		
Quitar silabas		67	67.77	
Anadir silabas		64.3		
Separar silabas		92		
Nombrar las letras - May		91.3	93.39	
Nombrar las letras - Min		90.43		
Correspond de letras-sonido; Cons		92	95.87	
HFW		70	88.43	
Hablid de decode con silabas cerradas		67	71.9	
Hablid de decode con silabas abiertas		52		
" " Oraciones		59		
Codificacion letra-sondo		90	95.87	
Palabras deuso frecuente		57	71.09	
Escribir letras May y Min		87	94.21	
Overall Score		64.35	94.22	

Student Achievement Strengths

Reading – Kindergarten

- FSA (Foundation Skills Assessment) #4 - English 85%; Spanish 95%

Reading- Pre-K

- Book and Print - 80%
- Letter Sounds Spanish – 95%
- Letters Sounds English - 84%

Math – EOY – 81% met standard (we increased 10 points from last year), and 11% approaches

Discipline – 14 office referrals this year

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The school has been struggling to increase our student attendance rates. This year we did not meet our goal of 92% ADA. **Root Cause:** Excessive unexcused student absences, low parent commitment to education.

Problem Statement 2 (Prioritized): On TRC our Spanish scores dropped, for the first in several years. under performing their English peers by 12% points. A score of 62%, dropping 2 % points from last year. **Root Cause:** New implementation of executive functions and lack of early intervention for low performing and unidentified students.

Problem Statement 3 (Prioritized): Special populations do not receive equal professional development support in curriculum and instruction during district-wide staff development days. **Root Cause:** Campus is not empowered by district to design PD for bilingual students. MCLASS Lectura does not provide intervention curriculum support for bilingual students in ESPANOL.

District Culture and Climate

District Culture and Climate Summary

Teachers, parents, and students were given an opportunity to complete an anonymous survey at the end of the school year. According to each survey the majority of all stakeholders are pleased with they way we do business. 93% of our parents rated Cravens ECA at a B or higher. There is very minimal teacher turn-over each year.

Parents indicated that they liked that the campus was organized, safe and secure, and provided special events and parent involvement opportunities. 90% agreed that they were informed in a timely and effective manner about their child and school events. Most were pleased with the SeeSaw app. Parents indicated they wanted to know more about the curriculum and ways they can help their child at home (homework.)

District Culture and Climate Strengths

Teachers collaborate together during PLCs to improve instructional planning and delivery. All staff members work together to provide targeted interventions according to each student's need during school-wide intervention.

Staff Survey Indicated the following strengths: 1) Campus culture- family/ friendly atmosphere, 2) Family Events 3) Supportive Administration 4) Data-driven decisions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

NOTE: TAPR containing all Demographics information has been included in the Addendums uploads.

For the 2022-23 school year, most of the Cravens' staff was identified as Highly Qualified. The staff consisted of 2 campus administrators,1 instructional coach, 1 counselor, 1 school nurse, 35 classroom teachers, 2 special education ECSE teachers, and 18 instructional aides.

Minority staff members equal to 62.8 percent. The ethnicity breakdown of our staff almost mirrors our student population with 15.1% African American, 52.8% Hispanic, and 28.3% White.

The average years of experience was 10.4.

Sheldon ISD has a strong New Teacher Mentor program and each of our new teachers will be assigned a mentor. Sheldon ISD also has an employee daycare providing convenient hours for employees.

There is very little teacher turn over at Cravens ECA. For the 22-23 school year, there was an increase in turn-over: 1 teacher retired, 2 teachers resigned to relocate closer to their home. and 1 teacher was promoted.

Staff Quality, Recruitment, and Retention Strengths

- 90% teacher Retention
- All staff is highly qualified
- Staff ethnicity ratios are close to student ethnicity ratios.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We currently have a district curriculum As a campus, we are focusing on buildinig the instructional capacity of all of our teachers in each of the balanced literacy components based on the science of reading. Our target areas will be in phonics, comprehension strategies, and guided reading.

All Kindergarten and PK teachers have completed the Texas Reading Academy. New hires will attend the Academy this year.

Comprehension Strategies: Teachers will explicity model and teach comprehension strategies through Interactive and Shared Reading.

Guided Reading: Teachers will plan for and facilitate guided reading groups daily, will maintain anedotal notes, and running records on each student.

PreK students will be assessed with CIRCLE assessment at the BOY, MOY, and EOY. Students will also be assessed on each standard for the standard's based report card.

Kindergarten students will be assessed with DIBELS/IDELS, EOY Math CBA. Students will also be assessed on each standard for the standard's based report card. LEP students will also participate TELPAS in the Spring.

Curriculum, Instruction, and Assessment Strengths

- We have an instructional coach on campus that works with teachers to build capacity and improve instructional strategies.
- We have a CTC once a week to discuss the curriculum, instructional implementation, and assessment data.
- We maintain a data board to track students' reading level and intervention or enrichment needs.
- We provide Tier II and Tier III interventions through our two Title 1 interventionists and one Pre-K interventionist.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Special populations do not receive equal professional development support in curriculum and instruction during district-wide staff development days. **Root Cause:** Campus is not empowered by district to design PD for bilingual students. MCLASS Lectura does not provide intervention curriculum support for bilingual students in ESPANOL.

Family and Community Engagement

Family and Community Engagement Summary

The success of an instructional program is significantly influenced by how well parents of the students and the community support the school. In order to achieve support, parents must become involved as partners in the education of their students and the community as a whole must support educational efforts. Typically, elementary schools enjoy a high degree of parental involvement and support. Volunteer membership is high, and volunteers are usually readily available to assist teachers and staff in the elementary classrooms and/ or workroom. Nevertheless, parental/community involvement and support must continue to be actively cultivated by every staff person.

To continue the commitment to build a strong home-to-school relationship, campuses with 25 or more students or more students enrolled with a langauge other than English or Spanish will be required to provide communication is that language. Currently Cravens only provided communications in bothe English and Spanish to all parent communications, and events.

The community is supportive of the district and campuses. Numerous fundraisers are held throughout the year and the community purchases thousands of dollars worth of fundraiser items in support of district efforts. The community also attends programs such as student assemblies, athletic endeavors, patriotic celebrations, academic fairs, food drives, Parent Science and Math Nights, Spirit of King, etc.

Teachers, parents, and students were given an opportunity to complete an anonymous survey at the end of the school year. According to each survey the majority of all stakeholders are pleased with they way we do business. 93% of our parents rated Cravens ECA at a B or higher. There is very minimal teacher turn-over each year and the staff members rated the campus/ principal at 1.8 out of 5 with 1 being the best on the district survey.

Parents indicated that they liked that the campus was organized, safe and secure, and provided special events and parent involvement opportunities. 90% agreed that they were informed in a timely and effective manner about their child and school events. Most were pleased with the various methods of cummunication. Parents indicated they wanted to know more about the curriculum and ways they can help their child at home.

Family and Community Engagement Strengths

Parents: 1) Family Involvement, 2) Caring Staff, 3) Communication, 4) Security/ Safety, 5) Discipline/ Patience

Cravens Academy typically enjoys a high level of parental support as is evidenced by the large number of parents who volunteer at the school. The volunteer program, Cub P.A.C., has been active in fund raising activities that provide additional resources for the school. Parents and Community members participate on the Campus Improvement Team (SBDM) and District-Wide Improvement Committees.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): The school has been struggling to increase our student attendance rates. This year we did not meet our goal of 92% ADA. **Root Cause:** Excessive unexcused student absences, low parent commitment to education.

District Organization

District Organization Summary

The school organization is comprised of many processes designed to build the capacity of teachers, maximize the learning for all students, and engage parents in their child's learning. We have the following processes in place:

1) Weekly Common Team Collaboration meetings built into the master schedule and are used to give teacher teams a common planning time for lesson planning, data disaggregation, professional development, and to address student concerns.

2) Instructional Coach works with all teachers to build their instructional capacity. All new teachers have mentors and are supported throughout the year.

4) STEAM lab implementation, STEM activity time built in to the master schedule.

5) Inclusion classrooms - Building an inclusive practice for early childhood in partnership with Region IV - Utilizing UDL framework to meet the needs of all learners.

6) Implementation of dual language two-way program.

7) School-wide implementation of Conscious Discipline and PBIS

8) RTI Interventionist and team meets weekly to discuss struggling students, develop an intervention plan, and monitor progress.

9) We will utilize Class Dojo app for parent communication and collaboration.

10) Implementation of Fueling Brains program in PK and Kindergarten to develop students' brains and increase neuroplasticity.

District Organization Strengths

- Although the building is now 19 years old, it still appears new and modern. The building is designed for early childhood education with bathrooms, door handles, etc. appropriately sized. The hallways are color coded to help young students learn their way around.
- 15-20 parents volunteering each week.

Technology

Technology Summary

Sheldon ISD and Cravens ECA value the instructional benefit and learning resources that technology can provide.

Our librarian is a media specialist and part of her responsibility is to model and coach staff members on how to integrate digital learning in their lesson plans.

Our focus for the 22-23 school year is to continue to move toward 1:1 student/ tech devices and to utilize SeeSaw, RAZ Kids, and other apps to enhance our instructional lessons through the use of technology.

We are also utilizing more software for lesson planning and data disaggregation. The district will be providing all teachers a laptop.

We will also continue to ustilize the Safe Dismissal Website, to aide in the dismissal process, making sure students go home safely and accurately.

Technology Strengths

- We have Ipads for every student on campus.
- We have successfully implemented and multiple apps to communicate with parents.
- We have a smart board in every classroom.

Priority Problem Statements

Problem Statement 1: On TRC our Spanish scores dropped, for the first in several years. under performing their English peers by 12% points. A score of 62%, dropping 2 % points from last year.

Root Cause 1: New implementation of executive functions and lack of early intervention for low performing and unidentified students.

Problem Statement 1 Areas: Demographics - Student Achievement - Student Learning

Problem Statement 2: The school has been struggling to increase our student attendance rates. This year we did not meet our goal of 92% ADA.

Root Cause 2: Excessive unexcused student absences, low parent commitment to education.

Problem Statement 2 Areas: Demographics - Student Achievement - Family and Community Engagement - Demographics - Student Learning

Problem Statement 3: Special populations do not receive equal professional development support in curriculum and instruction during district-wide staff development days.

Root Cause 3: Campus is not empowered by district to design PD for bilingual students. MCLASS Lectura does not provide intervention curriculum support for bilingual students in ESPANOL.

Problem Statement 3 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Capacity and resources data

Goals

Goal 1: SISD will maximize student learning for All.

Performance Objective 1: At the end of the school year, May 2025, 60% of non-EB kindergarten students will be reading at a English level "D" (This is equivalent to Lexile level of 100 or above) or above. At the end of the school year, May 2025, 70% of bilingual kindergarten students will be reading at a Spanish level "D" (This is equivalent to Lexile level of 100 or above) or above.
PK EOY Book and Print CLI English Scores will increase from 87% to 90%, and EOY Book and Print SCLI Spanish Scores will increase from 93% to 95% on track by May 2025.
PK EOY CL Letter Sound Assessment English scores will increase from 91% to 94% and Spanish Letter sound assessment will increase from 96 % to 98% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Lexile Levels, Guided reading levels; EOY Book and Print assessment, Letter/Sound Assessment Checklist

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Purchase resources needed (such as books, classroom materials, consumables for teaching, a lamination machine to maintain materials for centers, literacy manipulatives, etc.) for Pre-K and K in all RLA components, including the Science of Teaching Reading, learning station activities and running records, and building writing and literacy skills. The strategy addresses a well-rounded education. - Utilize the TEKS deconstruction/Reflective Practice Model during PLC planning. - Use of journaling, following district curriculum. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** According to I-Ready Reading, running records, students will reach established benchmarks: 2nd 9 Weeks - B (Instructional) 3rd 9 Weeks - C (Independent) 4th 9 Weeks - D (Independent) **Staff Responsible for Monitoring:** Principal and Assistant Principal Others involved are the campus instructional coach, ELA curriculum specialists, and Director of Curriculum. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Targeted Support Strategy** **Funding Sources:** PK Reading station activites - 199-State Comp. Ed. - $4,522.12, Science of Teaching - 199-State Comp. Ed. - $2,281.61, KG syllables - 199-State Comp. Ed. - $457.88, KG english sensory small groups - 199-State Comp. Ed. - $1,037, recess educational materials - 199-State Comp. Ed. - $760.21, hands on educational curriculum - 199-State Comp. Ed. - $710.20, carreer role play stations - 199-State Comp. Ed. - $991.83, PD - 211-Title I - $3,207, Specials - 211-Title I - $334.81, Fueling Brain - 199-State Comp. Ed. - $608.11				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to provide Interventions for Tier 2 and Tier 3 of intervention program: with Research-based strategies and STR RBs. Targeted interventions during the school day. MCLASS Amplify Interventions, This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards. Kinder. - LLI/ SEL - Leveled Literacy Intervention, phonemic awareness for young children , Estrellita K-1, Esperanza Pre-K interventions - Estrellita PK, Unique schedule for oral language/ PA interventions - CIRCLE manual resources August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Formative: Weekly assessments Running Records Summative: FSAs and report cards Student reading levels at EOY TELPAS writing samples CIRCLE assessments **Staff Responsible for Monitoring:** Staff: Title 1 Aides/ teachers/ parents/ Administrators and Instructional coach. Materials: LLI/ SEL Kits, CIRCLE manual and CLI activities **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Interventionists - 211-Title I - $28,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Performance Objective 2: Kindergarten students will increase from 81.85% meeting expectations, 10.89% approaches, 7.26% did not meet on the district EOY Math assessment to 85% meeting Expectations, 10% approaches, 5 % did not meet on all students meeting expectations.

95% of Pre-K students will master the math Pre-K guidelines as determined by the EOY CIRCLE assessment.

Evaluation Data Sources: EOY District math evaluation, I-Ready Math and Pre-K CIRCLE assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to develop the campus STEAM lab and STEAM events (STEAM week, STEAM themed days, STEAM Night) on campus to increase opportunities for students to learn and discover Science, Technology, Engineering, Art, and Math concepts through hands-on purposeful play activities. Utilize support strategies in classrooms from I-Ready K curriculum (Number sense, exploration, discover and connect), and Circle lessons to increase student achievement and knowledge. Utilize Saavas curriculum to increase scientific inquiry and student achievement in the are of STEAM. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Increase Math and Science scores, students exposed to STEAM opportunities early to help them discover their strengths and passions for learning. **Staff Responsible for Monitoring:** The principal and instructional coach will conduct walk-throughs in the STEAM lab. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** Maker Space Cart - Edu Foundation Grant Funds - $2,300, STEAM and Art Room Materials and Supplies for Projects and experiments - 199-General funds - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide staff development to all teachers and provide necessary resources and manipulatives for effective math and science instruction. This strategy will meet the needs of all students to meet the challenging State academic standards. August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Increased math scores in number sense and problem solving strategies. **Staff Responsible for Monitoring:** Teachers, Administration, CIS **TEA Priorities:** Recruit, support, retain teachers and principals	35%	95%		

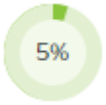
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: SISD will maximize student learning for All.

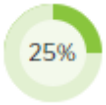
Performance Objective 3: Improve attendance rate from 91.2% to 94%.

High Priority

Evaluation Data Sources: End of the year attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nine weeks attendance awards for students: Strive for 5 campaign - Parent awareness/ information booklets. Home-visits, End of the semester bike rewards. Bubble party at end of year. Name announced in 9WK newsletter and picture posted in hallway. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Nine week awards Summative: End of year attendance rate. **Staff Responsible for Monitoring:** Assistant principal, attendance clerk, staff members, and support staff Materials: awards and incentives Cost: 500.00 Fund: Student Activity/donations **Funding Sources:** Rewards for students (medals and Diplomas) - 199-General funds - $2,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide activities for students to learn Social and Emotional skills, build relationships, and to keep students engaged and wanting to be at school. Personal phone call when students are absent. - Morning meetings in each CR to build the school family. - Theme days such as 100 day of school, career day, etc. - Conscious Discipline - School Family rituals August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Formative: Attendance rates Summative: End of year attendance rate, student surveys **Staff Responsible for Monitoring:** Campus administration, Teachers, Counselor and Attendance Clerk **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff Attendance Incentives 1) Semester Perfect Attendance - Grab bag with gift cards. 2)Perfect attendance - 9 weeks wheel of Fortune. 3) End of year - No more than two absences = $25.00 gift card and Perfect attendance = $50.00 gift card. 4) Staff with PA for each quarter will receive the Gift of Time Pass of 30 minutes added to their lunch time duty Free. Admin will cover their time. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Semester and End of the year attendance rate for employees **Staff Responsible for Monitoring:** Campus Administration, Secretary **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

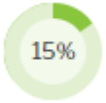
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Performance Objective 4: Set the foundation for all students to become college and career ready through achieving academic success so that all sub-groups perform within 5% points of each other on the end of year reading and math assessments in May 2025.

High Priority

Evaluation Data Sources: All sub-groups will score equally on all assessments given. Identified GT students will have 100% mastery on EOY assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Interventions - Tier II small group Interventions will be targeted skills based on MCLASS and reading data for Kinder, and CLI for PK, and will include interventions as discussed during PLCs. This strategy will provide opportunities for all children, including each of the subgroups of students (eco Disadvantage, students from major racial and ethnic groups, children with special needs and EB) to meet the challenging State academic standards. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Increased reading scores on EOY TRC, Letter/sound knowledge on CLI **Staff Responsible for Monitoring:** Administration, Counselor, staff members **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide resources for students (materials, supplies, programs) and staff development in targeted areas to meet the needs of all learners and special populations (Sped, EBs, GT, AR) for all staff members including CIS, Counselor, Specials teachers and Administrators, especially in the focus areas of the school and district. Conferences: Fueling Brains, Lead4Ward , ASCD, Solution Tree, Region 4 August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025. **Strategy's Expected Result/Impact:** End of the year CBA assessment data on students indicating that each student has met expectations. **Staff Responsible for Monitoring:** Campus administrators, Instructional Coach, RTI chair, and Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Conference Fees - 211-Title I - $6,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Performance Objective 5: Ensure our Pre-K and Kindergarten students are provided with holistic, effective, and child-centered curriculum to increase development of executive brain functions by May 2025

High Priority

Evaluation Data Sources: I can posters, PA Quarterly assessments utilizing the Fueling Brains platform

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Fueling Brains curriculum in the PK and Kindergarten classrooms to help develop their working memory, inhibitory control and cognitive memory. This strategy will provide opportunities for all children, including each of the subgroups of students (eco Disadvantage, students from major racial and ethnic groups, children with special needs and EB) to meet the challenging State academic standards. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Increased executive functions and brain development **Staff Responsible for Monitoring:** Teachers, CIS, Administration **Funding Sources:** Title 1 - 211-Title I - $6,000, General Funds - 199-General funds - $5,000	25%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor Implementation of Fueling Brains curriculum in the classrooms by CIS and Fueling Brains Curriculum Coaches. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Improved brain development in students **Staff Responsible for Monitoring:** Administrator and CIS **Funding Sources:** Materials support classroom instruction - 199-General funds - $10,000	20%	70%		

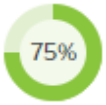
No Progress Accomplished Continue/Modify Discontinue

Goal 2: SISD will attract, develop, and retain highly effective personnel.

Performance Objective 1: Provide staff development to all faculty and staff, to better equip them with the tools to support our Title 1 campus needs and all student populations, including gifted and talented. Aiming to reduce the faculty and staff turn-over rate from 4 teachers and 4 paras in the 23-24 school year to no more than two total in the 24-25 school year.

Evaluation Data Sources: Resignations, promotions, retirements, etc..

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide staff development in targeted areas based on teachers' and staff (including administrative team) individual needs and goals, based on TTESS observations and district initiatives such as school accountability on Federal programs, Fueling Brains, PLC/Solution Tree, Impact Coaching Cycle, STR, SEL, etc... Equip teachers to better meet the needs of our students and to maximize effectiveness and impact on achievement, so that more children reach their academic potential as we increase staff retention and teacher success. August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Documentation of completion of trainings, observations, 100% of teachers maintain highly qualified status. **Staff Responsible for Monitoring:** Administration and Staff **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** Retain Teachers - 199-State Comp. Ed. - $5,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Maintain teachers that are close to or achieved TIA (73%) scores. (63% and higher) August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** More teachers will stay in the classroom due to the incentive. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: SISD will attract, develop, and retain highly effective personnel.

Performance Objective 2: Provide all staff with training opportunities to ensure all personnel meet guidelines established in the district technology plan and are utilizing technology in the classroom: Including the use of web-based applications like: I-Ready Reading, RAZ Kids, Ready Rosie, Parent Square, i-Ready math, etc.

Evaluation Data Sources: Walkthrough data on technology usage, STAR chart survey, staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Ipads, chromebooks w/ headphones, interactive mimio panels, wireless presenter remotes, to conduct research, explore new concepts, and participate in online learning programs. August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Walkthroughs, cart usage, student work samples, staff surveys **Staff Responsible for Monitoring:** ITS, Administration, and staff members **TEA Priorities:** Build a foundation of reading and math	60%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize technology to enhance communication between campus, parents, and community: Social Media Platforms, Parent Square, Fueling Brains APP, Ready Rosie, Safe dismissal Application, website. Purchase media cart with speakers, computer, portable screen for parent events and trainings. August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Parent and Staff surveys, use of techonology. **Staff Responsible for Monitoring:** ITS, Administration, staff members **Funding Sources:** Computer, Projector, portable Screen - 211-Title I - $6,000	80%	85%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: SISD will attract, develop, and retain highly effective personnel.

Performance Objective 3: Maintain a positive environment for staff members by providing activities to motivate staff including monthly activities, staff appreciation week, potluck lunches, etc.; Increase collaboration & communication among teams.
August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025.

High Priority

Evaluation Data Sources: Staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create committees, to share responsibilities with all team members. Committees: Sunshine, PBIS, Team Leader, and Site Base. August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** staff empowerment, shared responsibilities, building of culture and climate **Staff Responsible for Monitoring:** Committee leaders, Administration team. **TEA Priorities:** Recruit, support, retain teachers and principals	55%	60%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SISD will promote parent/ community engagement.

Performance Objective 1: Increase the number of parent/ community volunteers from 10 consistent volunteers to 20 volunteers by April 2025.

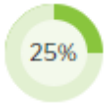
High Priority

Evaluation Data Sources: Parent volunteer hour logs, parent meeting sign-in sheets, parent survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parent communication: To continue our commitment to building a strong home-to-school partnership, campuses with 25 or more students enrolled with a language other than English and Spanish will be required to provide communication in that language. *Principal will facilitate a "coffee chat" with all interested parents twice a year to allow for parents to give input or learn new strategies to use at home with their child. * Fueling Brains Parent University with PK parents twice a semester. * Teachers will meet with parents in a face-to-face conference twice a semester to review their child's academic progress and provide them with home supports. *Academic monitoring - Intervention notices sent home, parent conferences for "at-risk" students held in January *All teachers will communicate with their classroom parents through Parent Square August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Parent Surveys, parent attendance to meetings, coffee chats, and FB University **Staff Responsible for Monitoring:** Administration and classroom teachers **Title I:** 2.6, 4.1, 4.2 **Funding Sources:** - 211-Title I - $3,600				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parent Involvement and engagements and events to aim to move from Innovative implementation to exceptional implementation in the are of Building Literacy Capacity with Parents according to the Family and Parent Engagement Self-Evaluation Process Rubrics. * Continue Watch DOG S program. *Wild About Reading Program for K and Pre-k *Take home phonics/ literacy kits *Family Literacy Night * Family Math Night *Take home activities; Literacy Take-home books. * STEM Night August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** Participation - sign-in sheets, library record of materials checked out by parents, number of medals awarded at end of year **Staff Responsible for Monitoring:** Administration and Staff **Funding Sources:** Booklets and reading materials to send home with students. Print Ready Rosie Materials - 199-State Comp. Ed. - $5,000	10%	40%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CUB "P.A.C." (Parent and community volunteer program including a representative on rep. council). CUB Pack parents participate in the process of the development of the parent and family engagement policy. - Provide resources for volunteers to use to assist teachers in making resources for the classroom (die-cuts, office supplies, etc.) August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** # of volunteer hours will increase, programs and process will run more efficiently **Staff Responsible for Monitoring:** Administration and Title 1 staff members **Funding Sources:** Paper, materials, office supplies - 199-General funds - $7,000	10%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide parents with workshops and events designed to engage and educate them with current strategies to support student learning at home. Utilize Ready Rosie and FB App as a resource to assist/ train parents. August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** More parents will actively use the Ready Rosie app and the Fueling Brains platform. **Staff Responsible for Monitoring:** Administration and staff				

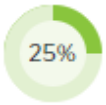
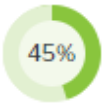
 No Progress  Accomplished  Continue/Modify  Discontinue

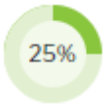
Goal 4: SISD will ensure a safe and positive environment.

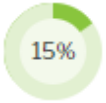
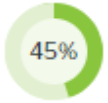
Performance Objective 1: Maintain office referrals to no more than 15 office referrals by the end of the year by implementing PBIS and Conscious Discipline in order to provide procedures and processes that create and maintain and safe and orderly learning environment.
August 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025.

Evaluation Data Sources: Office discipline referrals, stakeholder surveys, RTI documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Fueling Brains, CHAMPS and Conscious Discipline as part of our school-wide discipline plan to help students learn self regulation to control their emotions and behaviors. Provide on-site training and resources to all staff members on Fueling Brains, and Conscious Discipline. Provide staff with corresponding staff development and materials to maintain and sustain programs. Aug. 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 **Strategy's Expected Result/Impact:** Decrease in office referrals and behavioral interventions; Increase brain development in the areas of Inhibitory Control, Working Memory, Cognitive Flexibility **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Conscious Discipline - 211-Title I - $6,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor Crisis management plan,. Conduct monthly safety drills. Provide outdoor emergency kit to utilize at recess and during drills. Aug. 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 **Strategy's Expected Result/Impact:** Monthly drill logs and after action reports. **Staff Responsible for Monitoring:** Administration, Nurse, & Staff members. **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement Positive Behavior Interventions and Supports. Bullying prevention and "Pawsitive" behavior. - Rules and expectations posted in classrooms and all common areas including the hallways leading to the playground. Recognize students each 9 weeks through the following initiatives: Cubby Bear Hug ceremony and Star Cub. - Bullying training - provide students with guidance lessons that promote safety and protect against violence and bullying. Aug. 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 **Strategy's Expected Result/Impact:** Maintain 15 or less office discipline referrals **Staff Responsible for Monitoring:** Administration, Counselor, and all staff members. **Funding Sources:** General Funds - 199-General funds - $3,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Maintain a positive environment for staff members by providing activities to motivate staff including monthly activities, staff appreciation week, potluck lunches, etc.; Increase collaboration & communication among teams. Aug. 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 **Strategy's Expected Result/Impact:** Staff surveys **Staff Responsible for Monitoring:** Administration and staff members **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement Fueling Brains in Pre-K following the curriculum established to facilitate brain development in the areas of Working Memory, Inhibitory Control, and Cognitive flexibility. Teachers will complete 6 assessments cycles during the school year to determine brain development and academic growth. Aug. 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 **Strategy's Expected Result/Impact:** Students in PK will better prepared to learn the academic content and be at the correct brain development stage. **Staff Responsible for Monitoring:** Principal, CIS, and Fueling Brains Application **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 199-General funds - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: SISD will ensure a safe and positive environment.

Performance Objective 2: To provide a safe and organized transition from Pre-K to kindergarten and kindergarten to first grade as students transition from the ECA to the elementary campuses.
January 2025, February 2025, March 2025, April 2025, May 2025

Evaluation Data Sources: Teacher, parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide a transition orientation visit for kindergarten students to visit their receiving elementary campus. Aug. 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025. Provide Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. Provide resources and support for students and their parents who are transitioning from home or daycare to Pre-K or K. **Strategy's Expected Result/Impact:** Transition visit attendance and student surveys. **Staff Responsible for Monitoring:** Counselor and administration	15%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: SISD will maintain and monitor systems to ensure financial responsibility across the district.

Performance Objective 1: By April 2025, Cravens ECA will deplete or encumber 95% of all federal and state funds in a timely manner during the 2024-2025 school year to meet the goals and expectations for academic support. (Some funds will be encumbered for summer school).

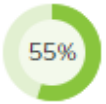
Evaluation Data Sources: Budget Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Weekly meetings with the campus secretary to review expenditures and the accounting management systems to ensure compliance with federal and state funding. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025. **Strategy's Expected Result/Impact:** 100% of funds will be depleted in a timely manner **Staff Responsible for Monitoring:** Principal, Secretary	45%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: SISD will maintain and monitor systems to ensure financial responsibility across the district.

Performance Objective 2: Campus Decision making committee, and school administration will responsibly utilize funds from the Fun balance, from approved fundraisers, to supplement for additional instructional materials, furniture, building, building beautification, and environment upkeep. Such as additional park benches, trash cans, large PE equipment, school additional chairs and tables.
August 2024, September, 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All needs and proposals will be presented during the SBDM meetings, all members will be able to provide input and additional suggestions.				

  No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Stephanie Cravens Early Childhood Academy

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

State Comp funds will supplement the district initiated programs such as STR and Math instructional practices, targeted interventions, and additional tutoring.

Title I Personnel

Name	Position	Program	FTE
Carmen Guzman	Interventionist Instructional Aide	Interventions	1
Vanessa Seals-Bolt	Instructional Interventionist Aide	Interventions	1

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	STEAM and Art Room Materials and Supplies for Projects and experiments		$3,000.00
1	3	1	Rewards for students (medals and Diplomas)		$2,500.00
1	5	1	General Funds		$5,000.00
1	5	2	Materials support classroom instruction		$10,000.00
3	1	3	Paper, materials, office supplies		$7,000.00
4	1	3	General Funds		$3,000.00
4	1	5			$2,000.00
				Sub-Total	$32,500.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	KG syllables		$457.88
1	1	1	Fueling Brain		$608.11
1	1	1	Science of Teaching		$2,281.61
1	1	1	carreer role play stations		$991.83
1	1	1	PK Reading station activites		$4,522.12
1	1	1	recess educational materials		$760.21
1	1	1	KG english sensory small groups		$1,037.00
1	1	1	hands on educational curriculum		$710.20
2	1	1	Retain Teachers		$5,500.00
3	1	2	Booklets and reading materials to send home with students. Print Ready Rosie Materials		$5,000.00
				Sub-Total	$21,868.96

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Specials		$334.81
1	1	1	PD		$3,207.00
1	1	2	Interventionists		$28,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2	Conference Fees		$6,000.00
1	5	1	Title 1		$6,000.00
2	2	2	Computer, Projector, portable Screen		$6,000.00
3	1	1			$3,600.00
4	1	1	Conscious Discipline		$6,000.00
				Sub-Total	$59,141.81

Edu Foundation Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Maker Space Cart		$2,300.00
				Sub-Total	$2,300.00

Addendums

2021-22 Texas Academic Performance Report (TAPR)

District Name: SHELDON ISD

Campus Name: STEPHANIE CRAVENS EARLY CHILDHOOD

Campus Number: 101924107

2022 Accountability Rating: B

This page is intentionally blank.

This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

There is no data for this campus.

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	632	358,842
By Ethnicity:				
African American	-	-	178	44,018
Hispanic	-	-	419	183,306
White	-	-	23	103,898
American Indian	-	-	1	1,195
Asian	-	-	4	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	7	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	1	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	88	56,281
Foundation H.S. Program (Endorsement)	-	-	5	13,582
Foundation H.S. Program (DLA)	-	-	538	287,316
Special Education Graduates	-	-	43	31,028
Economically Disadvantaged Graduates	-	-	469	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	83	32,809
At-Risk Graduates	-	-	465	155,884
CTE Completers	-	-	215	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	549	100.0%	10,565	5,402,928	551	100.0%	10,570	5,427,370
Students by Grade:								
Early Childhood Education	8	1.5%	0.2%	0.3%	10	1.8%	0.2%	0.4%
Pre-Kindergarten	245	44.6%	4.6%	4.1%	245	44.5%	4.6%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	245	44.6%	4.6%	3.5%	245	44.5%	4.6%	3.5%
Kindergarten	296	53.9%	5.8%	6.8%	296	53.7%	5.8%	6.8%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 5	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 8	0	0.0%	8.2%	7.9%	0	0.0%	8.2%	7.8%
Grade 9	0	0.0%	9.4%	8.8%	0	0.0%	9.4%	8.8%
Grade 10	0	0.0%	8.6%	7.6%	0	0.0%	8.6%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	5.7%	6.7%	0	0.0%	5.7%	6.7%
Ethnic Distribution:								
African American	125	22.8%	25.3%	12.8%	125	22.7%	25.3%	12.8%
Hispanic	383	69.8%	67.8%	52.8%	385	69.9%	67.8%	52.7%
White	24	4.4%	4.5%	26.3%	24	4.4%	4.5%	26.3%
American Indian	5	0.9%	0.3%	0.3%	5	0.9%	0.3%	0.3%
Asian	1	0.2%	0.5%	4.8%	1	0.2%	0.5%	4.8%
Pacific Islander	1	0.2%	0.0%	0.2%	1	0.2%	0.0%	0.2%
Two or More Races	10	1.8%	1.6%	2.9%	10	1.8%	1.6%	2.9%
Sex:								
Female	269	49.0%	48.9%	48.9%	269	48.8%	48.9%	48.8%
Male	280	51.0%	51.1%	51.1%	282	51.2%	51.1%	51.2%
Economically Disadvantaged	495	90.2%	86.7%	60.7%	496	90.0%	86.7%	60.6%
Non-Educationally Disadvantaged	54	9.8%	13.3%	39.3%	55	10.0%	13.3%	39.4%
Section 504 Students	0	0.0%	2.5%	7.4%	0	0.0%	2.5%	7.4%
EB Students/EL	234	42.6%	33.4%	21.7%	234	42.5%	33.4%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.3%	0.6%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	0	0.0%	3.5%	5.0%	0	0.0%	3.5%	5.0%
Foster Care	3	0.5%	0.3%	0.3%	3	0.5%	0.3%	0.3%
Homeless	1	0.2%	0.3%	1.1%	1	0.2%	0.3%	1.1%
Immigrant	3	0.5%	1.6%	2.0%	3	0.5%	1.6%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	549	100.0%	45.3%	64.3%	551	100.0%	45.3%	64.3%
Military Connected	3	0.5%	1.2%	3.3%	3	0.5%	1.2%	3.3%
At-Risk	354	64.5%	69.7%	53.5%	354	64.2%	69.7%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	254	46.3%	34.8%	21.9%	254	46.1%	34.8%	21.8%
Career and Technical Education	0	0.0%	35.3%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	80.5%	71.0%				
Gifted and Talented Education	0	0.0%	5.3%	8.0%	0	0.0%	5.3%	8.0%
Special Education	33	6.0%	9.9%	11.6%	35	6.4%	10.0%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	33							
By Type of Primary Disability Students with Intellectual Disabilities	0	0.0%	46.9%	43.0%				
Students with Physical Disabilities	12	36.4%	15.1%	20.8%				
Students with Autism	10	30.3%	14.2%	14.7%				
Students with Behavioral Disabilities	*	*	22.1%	20.0%				
Students with Non-Categorical Early Childhood	**	**	1.7%	1.5%				
Mobility (2020-21):								
Total Mobile Students	-	-	12.3%	13.6%				
By Ethnicity: African American	-	-	4.1%	2.5%				
Hispanic	-	-	6.8%	6.6%				
White	-	-	0.9%	3.5%				
American Indian	-	-	0.1%	0.1%				
Asian	-	-	0.0%	0.3%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.3%	0.5%				
Count and Percent of Special Ed Students who are Mobile	-	-	11.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	-	-	9.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	-	-	11.8%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	34	15.5%	14.5%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.4%	0.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	-	1.8%	2.9%	-	1.6%	4.2%
Grade 2	-	1.5%	1.7%	-	0.0%	2.2%
Grade 3	-	0.7%	1.0%	-	0.0%	1.0%
Grade 4	-	0.3%	0.7%	-	2.1%	0.7%
Grade 5	-	0.5%	0.5%	-	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	0.0%	0.6%
Grade 7	-	0.0%	0.7%	-	2.2%	0.7%
Grade 8	-	0.3%	0.6%	-	0.0%	0.8%
Grade 9	-	10.5%	10.5%	-	15.8%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.3	19.9	18.7
Grade 1	-	19.6	18.7
Grade 2	-	17.9	18.6
Grade 3	-	19.4	18.7
Grade 4	-	20.7	18.8
Grade 5	-	20.6	20.2
Grade 6	-	22.7	19.2
Secondary:			
English/Language Arts	-	16.7	16.3
Foreign Languages	-	25.7	18.4
Mathematics	-	17.8	17.5
Science	-	19.1	18.5
Social Studies	-	19.2	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	62.3	100.0%	100.0%	100.0%
Professional Staff:	41.3	66.3%	59.1%	64.1%
Teachers	34.0	54.6%	43.8%	49.3%
Professional Support	5.3	8.5%	11.7%	10.7%
Campus Administration (School Leadership)	2.0	3.2%	2.5%	2.9%
Educational Aides:	21.0	33.7%	11.6%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	9.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	20.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	46.3	74.3%	76.8%	52.1%
Teachers by Ethnicity:				
African American	6.0	17.6%	39.1%	11.2%
Hispanic	15.0	44.1%	29.9%	28.9%
White	13.0	38.2%	27.2%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.1%	1.9%
Pacific Islander	0.0	0.0%	0.3%	0.1%
Two or More Races	0.0	0.0%	1.9%	1.2%
Teachers by Sex:				
Males	2.0	5.9%	25.1%	24.1%
Females	32.0	94.1%	74.9%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	28.0	82.4%	69.6%	72.6%
Masters	6.0	17.6%	29.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.9%	8.7%	7.9%
1-5 Years Experience	9.0	26.5%	36.9%	26.7%
6-10 Years Experience	6.0	17.6%	21.2%	20.6%
11-20 Years Experience	14.0	41.2%	24.5%	28.6%
21-30 Years Experience	4.0	11.8%	8.1%	13.2%
Over 30 Years Experience	0.0	0.0%	0.6%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	16.1	n/a	16.8	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.5	6.3
Average Years Experience of Principals with District	1.0	3.8	5.4
Average Years Experience of Assistant Principals	12.0	4.5	5.5
Average Years Experience of Assistant Principals with District	12.0	2.6	4.8
Average Years Experience of Teachers:	10.8	8.5	11.1
Average Years Experience of Teachers with District:	8.6	4.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$60,000	$52,604	$51,054
1-5 Years Experience	$59,678	$60,433	$54,577
6-10 Years Experience	$62,308	$63,047	$57,746
11-20 Years Experience	$66,244	$67,531	$61,377
21-30 Years Experience	$72,303	$73,455	$65,949
Over 30 Years Experience	-	$100,221	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$64,340	$63,352	$58,887
Professional Support	$70,497	$72,323	$69,505
Campus Administration (School Leadership)	$91,210	$91,471	$84,990
Instructional Staff Percent:	n/a	60.1%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	15.0	44.1%	18.8%	6.2%
Career and Technical Education	0.0	0.0%	5.1%	5.2%
Compensatory Education	7.0	20.6%	2.6%	3.0%
Gifted and Talented Education	0.0	0.0%	1.7%	1.7%
Regular Education	10.0	29.4%	66.5%	70.8%
Special Education	2.0	5.9%	5.3%	9.6%
Other	0.0	0.0%	0.0%	3.5%

- \- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)