

Sheldon Independent School District
Sheldon Lake Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Values "The Eagle Way"

Encourage Others

Act Responsibly

Give Respect

Listen & Learn

Eager to Help

Safe

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

School Profile

Sheldon Lake Elementary is a campus in Sheldon ISD. Sheldon Lake Elementary opened its doors in 2019. Sheldon Lake is projected to serve 644 students in grades 1-5 during the 2024-2025 school year, which is an increase from the previous year of 630. The campus is an elementary school.

Our Site-Based Decision Making Committee met on **June 25, at 10:00 am and June 25, 2024 at 1:00 pm** to perform a needs assessment on the **2023-2024 school** year, suggest adjustments to our current goals and to conduct the Campus Needs Assessment for the **2024-2025** school year. The following members of our Site-Based Decision-Making Committee were in attendance at the June 25th meeting:

June 25, 2024 at 10:00 am:

Jacqueline Herrera, Principal

Shelia Posada, Assistant Principal

Ana Portillo, Secretary

Edgar Matute Parent

Whitney Hobbs, Teacher

Rhonda Gordon, Teacher

Jocelyn Robinson, Teacher

Mosadi Felder, School Support Administrator

Jose Perez, Community Member

Tacarra Williams, District Representative, Director of Federal Programs and Grants

Data used:

Campus Targets: The 2024 Spring STAAR data, average daily attendance data, parent surveys, staff surveys, and discipline data were used to determine the needs of the campus.

At the first meeting on June 25th 10:00 am, Principal Burquez began the meeting with introductions and norms. Several documents were provided to attendees that lead discussions during the meeting. The purpose of the Comprehensive Needs Assessment was shared. Principal Burquez then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2023 -2024 school year.

Principal Burquez lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 5 specific data points to identify strengths and problems from 2023-2024 school year. Principal Burquez thanked everyone for their participation and reminded everyone of the second CNA meeting on June 25, 2024 at 1:00 pm.

June 25, 2024 at 1:00 pm:

Jacqueline Herrera, Principal

Shelia Posada, Assistant Principal

Ana Portillo, Secretary

Edgar Matute Parent

Whitney Hobbs, Teacher

Rhonda Gordon, Teacher

Jocelyn Robinson, Teacher

Mosadi Felder, School Support Administrator

Jose Perez, Community Member

Tacarra Williams, District Representative

Data used:

Campus Targets: The 2024 Spring STAAR data, average daily attendance data, parent surveys, staff surveys, and discipline data were used to determine the needs of the campus.

At the second meeting on June 25th at 1:00 pm, the campus leadership team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Principal Burquez lead the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

Demographics:	Strengths: Diverse Student Pops, Special Student Pops, EB Pop
	Problems: Attendance and tardies
Student Achievement:	Strengths: Growth in Reading STAAR
	Problems: Reading level growth, STAAR 5 th Science, 3 rd -5 th STAAR Math
Family and Community Involvement:	Strengths: Parent attendance and participation
	Problems: Parent communication platform
Curriculum, Instruction, and Assessment:	Strengths: Professional Learning Communities
	Problems: New diagnostic assessments and curriculum
Staff Quality, Recruitment and Retention:	Strengths: Professional Development
	Problems: Staff attendance.
School Culture and Climate:	Strengths: Classroom management, Relationship building
	Problems: Streamlined Communication, Parent Connection
School Organization:	Strengths: Master Schedule
	Problems: Class sizes
Technology:	Strengths: Class sets of devices in carts, technology help response time
	Problems: Broken devices

Summary/Bridge of Identified Problems

- There is an identified problem in the areas 5th grade Science, 3rd-5th Mathematics, and 1st-2nd grade reading levels.
- Another identified problem is in curriculum, instruction, and assessments.
- Our third identified problem is in school culture and climate.

In an effort to produce continuous improvement across all grade levels and student demographic populations, the following priorities will be the primary focus areas that will drive our work for the 2024-2025 school year.

Three Areas of Focus for Next Year:

- Student Achievement – Reading & Math
- Curriculum, Instruction, and Assessments
- School Culture and Climate

1. Continue to work on improving student achievement and support students with regression from Covid School year. We must continue to increase students' scores on all STAAR tests. We will impact this need by building a literacy library, providing grade-level specific classroom libraries, hands-on materials for small group instruction, and professional development on best practices in developing student literacy. In addition, providing students with a school-wide program that gets the school and parents involved in reading will be needed. I-Ready Reading and Math will be used for intervention and there will be a push for using the platform at home as well. Student achievement in math and science is effectively impacted by hands-on manipulatives and small group instruction. We will continue to provide these materials to support struggling students in closing the achievement gaps included but not limited to those identified among sub-populations.

2. Improve parent engagement and support. The campus will conduct multiple family learning events that will focus on a variety of content and best practice topics to provide opportunities for parents to learn how to support their students' academic achievement. In these events, the campus will provide materials and resources that support parents' academic support at home, how to access grades and resources, and incentives to promote parent/student attendance and participation.

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

4. To continue to build college and career readiness among the students, students will continue to utilize AVID strategies that include organizational tools and strategies for the classroom. Professional development on best practices on AVID strategies for teachers will be provided to build capacity among the staff.

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

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

7. To support our teachers in their growth and success with students we will continue Professional Development and provide support for teachers.

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.

Upon approval by Sheldon ISD board of trustee, the final CIP will be translated in Spanish to meet the needs of our student’s population and community.

The parent/family policy will be developed by a committee of parents and teachers in September of 2024. Documents are provided in English and Spanish to support the needs of the student population and the community. The Parent & Family Engagement Policy is included in the Parent/Student Handbook. District & Campus Parent 7 Family Engagement

Policies are located in the campus front lobby, district office lobby, North Channel Library and Greens brook Community Center.

Sheldon Lake Elementary will offer two flexible parent and family engagement meetings in the fall and spring. Sheldon Lake Elementary will offer one flexible parent and family engagement meetings in the fall at a neighboring campus.

Demographics

Demographics Summary

Demographics Summary

Sheldon Lake Elementary serves students in grades 1-5. The average enrollment during the **2023-2024** school year was **691** students. The school is a School-wide Title 1 campus and is composed of the following :

Student Demographics (Summer PEIMS file loaded 06/24/2024)	Count	Percent
Gender		
Female	329	47.61%
Male	362	52.39%
Ethnicity		
Hispanic-Latino	375	54.27%
Race		
American Indian - Alaskan Native	2	0.29%
Asian	4	0.58%
Black - African American	263	38.6%
Native Hawaiian - Pacific Islander	0	0.00%
White	30	4.34%
Two-or-More	17	2.46%

Student Programs (Summer PEIMS file loaded 07/11/2023)	Count	Percent
CTE Attendance	0	0.00%
Gifted and Talented	65	9.41%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	25	3.62%
Special Education (SPED)	104	15.05%
Bilingual/ESL		
Emergent Bilingual (EB)	201	29.09%
Standard or Alternative Bilingual/ESL	178	25.76%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	149	21.56%
Dyslexia		
Dyslexia Indicator Code	39	5.64%

Student Programs (Summer PEIMS file loaded 07/11/2023)	Count	Percent
Dyslexia Risk Code	139	20.12%
Dyslexia Services Code	39	5.64%
Title 1 Part A		
Schoolwide Program	691	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Demographics Strengths

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 51 percent of the certified staff has less than 5 years of experience. **Root Cause:** Sheldon Lake experienced a high turnover rate for staff the summer of 2023, requiring the hiring of new teachers.

Student Achievement

Student Achievement Summary

Student Achievement Summary

*Student Achievement Summary is based on Spring STAAR 2024.

	May 2024 STAAR Reading Language Arts, Grade 5					
	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken
Sheldon Lake Elementary	123	47.09%	65.04%	37.40%	15.45%	05/01/24
Economic Disadvantage	102	46.95%	63.73%	38.24%	14.71%	05/01/24
American Indian/Alaskan Native	-	-	-	-	-	-
Asian	-	-	-	-	-	-
Black/African American	48	42.35%	58.33%	27.08%	8.33%	05/01/24
Hispanic	66	49.74%	71.21%	42.42%	18.18%	05/01/24
Two or More Races	3	44.87%	33.33%	33.33%	33.33%	05/01/24
White	6	57.05%	66.67%	66.67%	33.33%	05/01/24
Currently Emergent Bilingual	31	40.82%	54.84%	25.81%	3.23%	05/01/24
First Year of Monitoring	12	59.94%	100%	75%	16.67%	05/01/24
Special Ed Indicator	19	29.96%	26.32%	5.26%	5.26%	05/01/24

	May 2024 STAAR Reading Language Arts, Grade 4					
	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken
Sheldon Lake Elementary	112	47.13%	76.79%	41.96%	13.39%	05/01/24
Economic Disadvantage	93	46.67%	76.34%	41.94%	12.90%	05/01/24
American Indian/Alaskan Native	-	-	-	-	-	-

	May 2024 STAAR Reading Language Arts, Grade 4					
	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken
Asian	-	-	-	-	-	-
Black/African American	49	41.44%	67.35%	30.61%	12.24%	05/01/24
Hispanic	58	50.93%	82.76%	50%	12.07%	05/01/24
Two or More Races	2	82.69%	100%	100%	100%	05/01/24
White	3	42.95%	100%	33.33%	0%	05/01/24
Currently Emergent Bilingual	23	46.57%	86.96%	34.78%	0%	05/01/24
First Year of Monitoring	7	68.41%	100%	100%	42.86%	05/01/24
Special Ed Indicator	16	23.20%	18.75%	6.25%	0%	05/01/24

	May 2024 STAAR Reading Language Arts, Grade 3					
	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken
Sheldon Lake Elementary	105	41.83%	57.14%	32.38%	9.52%	05/01/24
Economic Disadvantage	84	41.80%	57.14%	33.33%	10.71%	05/01/24
American Indian/Alaskan Native	1	40.38%	100%	0%	0%	05/01/24
Asian	1	86.54%	100%	100%	100%	05/01/24
Black/African American	46	39.88%	45.65%	26.09%	8.70%	05/01/24
Hispanic	54	43.59%	68.52%	38.89%	9.26%	05/01/24
Two or More Races	1	26.92%	0%	0%	0%	05/01/24
White	2	25%	0%	0%	0%	05/01/24
Currently Emergent Bilingual	21	40.20%	71.43%	23.81%	4.76%	05/01/24
First Year of Monitoring	2	80.77%	100%	100%	100%	05/01/24
Special Ed Indicator	15	25%	13.33%	6.67%	0%	05/01/24

	May 2024 STAAR Mathematics, Grade 5					
	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken
Sheldon Lake Elementary	126	46.67%	57.14%	34.92%	11.11%	05/01/24
Economic Disadvantage	105	45.35%	52.38%	33.33%	10.48%	05/01/24
American Indian/Alaskan Native	-	-	-	-	-	-
Asian	-	-	-	-	-	-
Black/African American	49	37.85%	36.73%	22.45%	4.08%	05/01/24
Hispanic	68	52.49%	72.06%	42.65%	14.71%	05/01/24
Two or More Races	3	46.03%	66.67%	33.33%	0%	05/01/24
White	6	53.17%	50%	50%	33.33%	05/01/24
Currently Emergent Bilingual	31	47%	67.74%	38.71%	6.45%	05/01/24
First Year of Monitoring	12	62.30%	91.67%	50%	25%	05/01/24
Special Ed Indicator	21	26.53%	9.52%	4.76%	0%	05/01/24

	May 2024 STAAR Mathematics, Grade 4					
	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken
Sheldon Lake Elementary	115	46.37%	57.39%	29.57%	13.91%	05/01/24
Economic Disadvantage	95	46.82%	58.95%	30.53%	15.79%	05/01/24
American Indian/Alaskan Native	-	-	-	-	-	-
Asian	-	-	-	-	-	-
Black/African American	51	40.29%	47.06%	17.65%	7.84%	05/01/24
Hispanic	58	50.65%	62.07%	39.66%	18.97%	05/01/24
Two or More Races	2	70%	100%	50%	50%	05/01/24
White	4	50%	100%	25%	0%	05/01/24
Currently Emergent Bilingual	22	47.73%	68.18%	36.36%	9.09%	05/01/24
First Year of Monitoring	7	65.71%	85.71%	57.14%	57.14%	05/01/24
Special Ed Indicator	16	26.09%	6.25%	0%	0%	05/01/24

	May 2024 STAAR Mathematics, Grade 3					
	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken
Sheldon Lake Elementary	105	42.03%	46.67%	19.05%	4.76%	05/01/24
Economic Disadvantage	84	43.05%	47.62%	19.05%	5.95%	05/01/24
American Indian/Alaskan Native	1	45.95%	100%	0%	0%	05/01/24
Asian	1	91.89%	100%	100%	100%	05/01/24
Black/African American	45	38.14%	35.56%	17.78%	0%	05/01/24
Hispanic	55	44.82%	54.55%	20%	7.27%	05/01/24
Two or More Races	1	37.84%	0%	0%	0%	05/01/24
White	2	28.38%	50%	0%	0%	05/01/24
Currently Emergent Bilingual	22	43.98%	63.64%	9.09%	0%	05/01/24
First Year of Monitoring	2	83.78%	100%	100%	50%	05/01/24
Special Ed Indicator	15	30.45%	6.67%	6.67%	0%	05/01/24

Sheldon Lake Elementary	126	41.58%	39.68%	11.11%	3.17%	05/01/24
Economic Disadvantage	105	40.59%	36.19%	10.48%	3.81%	05/01/24
Black/African American	50	36.67%	30%	10%	2%	05/01/24
Hispanic	68	44.42%	44.12%	11.76%	4.41%	05/01/24
Two or More Races	3	48.72%	66.67%	0%	0%	05/01/24
White	5	47.69%	60%	20%	0%	05/01/24
Currently Emergent Bilingual	31	39.45%	25.81%	3.23%	3.23%	05/01/24
First Year of Monitoring	12	49.79%	66.67%	25%	8.33%	05/01/24
Special Ed Indicator	21	27.84%	4.76%	0%	0%	05/01/24

Student Achievement Strengths

There is growth in Reading 2023 STAAR to Reading 2024 STAAR in 3rd-5th.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 3rd-5th grade students performed lower in Mathematics and in Reading. **Root Cause:** The current performance levels of students reflect gaps from the COVID pandemic. Students have missed foundational skills and teachers are working to close gaps while providing current grade-level instruction. All math teachers will attend PLC to ensure an aligned curriculum, professional development on guided math, and provide intense instruction.

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

Problem Statement 3: There was a 30% drop in the number of students approaching in 5th grade Science STAAR from the 2023 school year to 2024. **Root Cause:** There is a need for focused and aligned curriculum to meet the science need in 1st-5th grade classrooms.

District Culture and Climate

District Culture and Climate Summary

A survey was presented to the staff in December 2023. The data from the survey is below:

- 91% of staff feel supported by their supervisor
- 83% of staff feel appreciated for the work they do
- 36% of staff feel they have adequate time to successfully accomplish their job responsibilities
- 57% of staff feel that students are motivated and engaged in class
- 94% of staff feel physically safe at work
- 87% of staff reported that plan to return to work for Sheldon ISD for the 24-25 school year

District Culture and Climate Strengths

Committees were set in place for Culture/Climate, PBIS, SBDM, Parent Engagement, staff moral, Hispanic heritage month, Black History Month, and Staff Math & Literacy. Each committee consisted of a representative from every team.

Sheldon Lake elementary also hosted multiple parent engagement events during the school day and after school such as Truck or Treat, Cocoa and crafts, Watch Dogs, Hispanic Heritage Program, Black History Program, Winter Holiday Extravaganza.

Problem Statements Identifying District Culture and Climate Needs

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

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

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

Campus administrators and lead teachers mentor teachers on campus.

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

Staff Quality, Recruitment, and Retention Strengths

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

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

Building teacher capacity in weekly PLC and power-planning sessions every 9-weeks

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Some new teachers to the field and new teachers to the district struggle with classroom management and understanding the instructional expectations/non-negotiables of the district curriculum. **Root Cause:** New teachers attend mentor meetings and are expected to go back and implement what they were trained in. All teachers attend district provided professional development (Power Up's) and outside professional development provided by reputable organizations such as Region 4 and Lead4ward, to build capacity in the content and address instructional concerns.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

District Curriculum - Scope and Sequence

MaGraw Hill

Target Board Math

iReady

Forde Ferrier

Curriculum, Instruction, and Assessment Strengths

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

Eagle Time interventions

Guided Math

Guided Reading

Tutoring as needed

Teacher/Coaches develop formative assessments

Teachers, Coaches, and Administrators plan together

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Family and Community Engagement

Family and Community Engagement Summary

Currently, parents and the community are involved with the school through the the Site Based Decision Making Committee. Sign-in sheets are present at each meeting. The site based decision making committee is comprised of campus administrators, teachers, parents of students, a business representative, and community members.

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

Family and Community Engagement Strengths

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

- Fine Arts Performances and Displays
- Art Students' Participation in Houston Livestock Show
- GT Program and GT Expo
- County Health Fairs
- Dyslexia Parent Meetings
- Dual Language Parent Meetings
- Elementary UIL Events
- Family Math and Science Night
- Family Literacy Night
- GT Parent Meetings and Parent Survey
- Holiday Lunches on Campuses
- Cocoa and Crafts
- Lunch With Students
- Meet the Teacher Nights
- Red Ribbon Week Activities
- Summer School Programs, Grades K-12
- Title I Parent Meeting and Parent Survey
- District Choral Canvas
- Campus Cultural Celebrations (Black History Month and Hispanic Heritage Month) and Programs
- Campus Field Day events
- Parent/Teacher Conferences
- Career Day

Problem Statements Identifying Family and Community Engagement Needs

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

District Organization

District Organization Summary

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

Sheldon Lake Elementary has 32 total general education classrooms. The breakdown is as follows:

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

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

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

The office staff consists of the following staff members:

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

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

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

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

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

District Organization Strengths

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

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

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

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

Problem Statements Identifying District Organization Needs

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

Technology

Technology Summary

Based on the 2024 summer inventory check, the campus has an adequate collection of technology equipment. However, in an effort to introduce our students to the global learning community, we need to add more modern technology. Our goal for the year includes proposals for additional Chromebook carts to house the devices and the requisite training for teachers and students. We will continue to design projects that utilize BYOD skills. Teachers utilize various resources to assist them in classroom lesson planning. Teachers have been provided with computers for the classroom. The goal is to have one-to-one technology among students. Campus surveys indicate student time and exposure to new technology programs such as flip grid, etc, and not just google classroom to get students engaged in the learning.

In an effort to accommodate and increasing student enrollment, the computer lab was decommissioned for the 22-23 school year and converted into a 1st grade classroom.

Technology Strengths

Each student is issued a device.

Touchscreen technology in the classrooms.

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

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

Root Cause 1: Sheldon Lake experienced a high turnover rate for staff the summer of 2023, requiring the hiring of new teachers.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: October 21, 2024


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



Performance Goal: By June 2025, Sheldon Lake Elementary will increase the overall STAAR component score from 33 to 43 by increasing the number of students who achieve meets and masters.







Performance Objective 1: Performance Goal: By June 2025, Sheldon Lake Elementary will increase the overall STAAR component score from 33 to 43 by increasing the number of students who achieve meets and masters.

High Priority

Evaluation Data Sources: 2024 STAAR assessment data and TAPR report

Strategy 1 Details	Reviews			
<p>Strategy 1: Comprehensive Support Strategy Targeted Support Strategy</p> <p>1) Implement Objective-driven formative assessments to progress monitoring and track student data and growth using Guided Reading, Running records, i-Ready reading , and teacher/CIS created assessments in all grade levels that will provide provide opportunities for all children to meet the challenging State academic standards. (October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: By the end of each grading cycle (9-week period) we will review DCA data and expected results should be an increase of 5 percentage.</p> <p>Staff Responsible for Monitoring: Teachers Math/ELA Instructional coaches Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211-Title I - \$2,500, - 199-State Comp. Ed.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs (Alley Theatre - Staging STEM partnership program), activities, and courses necessary to provide a well-rounded education such as data-driven instruction in the form of tutoring during school, after school, on Saturdays, and/ or summer school for 3-5 in order to meet minimum expectations on STAAR Math, Reading, and Science. (November, 2024, December 2024, January 2025, February 2025, March 2025, and April 2025)</p> <p>Strategy's Expected Result/Impact: Campus and district based assessments will be used as monitoring tool</p> <p>Staff Responsible for Monitoring: Math/ELA instructional coach Assistant Principal Principal Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-State Comp. Ed. - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize a variety of research-based instructional resources and strategies (Guided Reading, Lead4ward, SAAVAS, i-ready, Hand2mind, , AVID, Learning A-Z, Reading A-Z, data walls, and intervention strategies) to maximize learning. Including technology integration and use of by students. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Classroom Observation, T-Tess data, assessment data, AVID walkthroughs</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a variety of testing materials to make the STAAR experience smooth for all students including but not limited to printed materials, paper copies, books, and other resources to support all students especially those identified at at-risk. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Classroom Observations during STAAR testing Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - 211-Title I - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide a variety of instructional materials to deliver targeted interventions (Tier 1, 2 and 3) to address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standard and maximize learning for all students; including but not limited to printed materials, paper copies, books, pocket folders, white boards, dry erase markers, chart paper, and other resources. (September 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025)</p> <p>Strategy's Expected Result/Impact: Classroom Observation, T-Tess data, assessment data, STAAR testing data, campus and district based assessments. Staff Responsible for Monitoring: Administrators, CISs and Interventionists</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199-State Comp. Ed. - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Goal: By June 2025, Sheldon Lake Elementary will increase the overall STAAR component score from 33 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 2: By June 2025, the student achievement score for all students taking the STAAR Reading will increase 4 points in approaches, 3 points at meets, and 7 points at masters.


The percentage of approaches will increase from 66% to 70%




The percentage of meets will increase to from 37% to 40%.




The percentage of masters will increase from 13% to 20%.






High Priority

Evaluation Data Sources: 2024 STAAR assessment data, TAPR report, and District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Interventionists and Campus Instructional Specialists (CIS) to support the teaching and learning process by coaching teachers and providing small group instruction for struggling students. (September 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025)</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity in their core subject areas, resulting in higher student achievement.</p> <p>Staff Responsible for Monitoring: Interventionists and Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional development - 211-Title I - 50% - \$140,000, - 199-State Comp. Ed. - 50% - \$140,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a strong foundation in reading for ALL students by ensuring professional development in guided reading grades 1-2; and to support reading to learning in grades 3-5. (Aug. 2024, November 2024, January 2025, March 2025, and June 2025)</p> <p>Strategy's Expected Result/Impact: Increase in student reading growth.</p> <p>Staff Responsible for Monitoring: Principal and Campus Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211-Title I - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 90%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Sheldon Lake teachers in each grade will participate in the TEA Science of Reading initiative, facilitated by the district literacy coaches. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Professional development and in class support for teachers will show increased student achievement during the year.</p> <p>Staff Responsible for Monitoring: District Literacy coach Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources:</p>	Formative			Summative
	Nov	Jan	Mar	June
	 90%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide i-ready Reading for students in 1st - 5th grade to give targeted, individualized support for each student, including those identified as At-Risk and those who need higher level enrichment in Reading. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Students receive targeted time on i-Ready that is aligned to their need and they show individual growth during the year.</p> <p>Staff Responsible for Monitoring: Teachers CISs Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199-State Comp. Ed. - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 90%			

Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize our Intervention and Enrichment block (Eagle Time) to provide small group interventions in reading skills to at-risk students, specifically targeting sub-populations (Economically disadvantaged, Special Education, English Learners, African American, etc) and individual students who are at-risk of not meeting the challenging State academic standards. (September 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025)</p> <p>Strategy's Expected Result/Impact: Increased student achievement in reading for each student, based on their individual growth.</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize our Intervention and Enrichment block (Eagle Time) to provide opportunities for students to received "well-rounded" learning experiences in Project Based Learning, Gifted and Talented, Learning Through the Arts, etc. (September 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025)</p> <p>Strategy's Expected Result/Impact: Enhanced opportunities for students to engage in higher level thinking activities.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Specialists, Activity team</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Facilitate the implementation and fidelity of best practices in Reading through purchasing resources (guided reading leveled books) and materials (including paper to print Reading A-Z books), power planning sessions, data analysis, PLC's, modeling of Balanced Literacy and Guided Reading, coaching rounds, and AVID WICOR instructional strategies in 1st - 5th grade. (September 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025)</p> <p>Strategy's Expected Result/Impact: Increased instructional capacity for all teachers in Reading.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Instructional Specialists Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Purchase start up materials and resources for Reading (including paper for Reading A-Z books) - 211-Title I - \$4,000, Purchase intervention materials such as LLI and Dyslexia kits - 211-Title I - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide STAAR camps prior to STAAR testing to enrich and remediate students on Reading skills. (January 2025, February 2025, March 2025, April 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increase in student achievement between Interim assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199-General funds - \$2,500, - 211-Title I - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Goal: By June 2025, Sheldon Lake Elementary will increase the overall STAAR component score from 33 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 3: By June 2025, the student achievement score for all students taking the STAAR Math will increase 16 points in approaches, 12 points at meets, and 10 points at masters.


The percentage of approaches will increase from 54% to 70%



The percentage of meets will increase to from 28% to 40%.






The percentage of masters will increase from 10% to 20%.

High Priority

Evaluation Data Sources: STAAR Math Scores, District assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Classroom Instructional Specialists (CIS) to support the teaching and learning process by coaching teachers and providing small group instruction for struggling students. (August 2024, October 2024, November, 2024, December 2024, January 2025, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity in their core subject areas, resulting in higher student achievement.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide i-Ready for students in grades 1st - 5th to give targeted, individualized support for each student, including those identified as At-Risk of not meeting the challenging State academic standards and those who need higher level enrichment in Math. (August 2024, October 2024, November, 2024, January 2025, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Students receive targeted time on iReady that is aligned to their need and they show individual growth during the year.</p> <p>Staff Responsible for Monitoring: Teachers CIS's Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199-General funds - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Facilitate the implementation and fidelity of best practices in Math and Science through purchasing math manipulatives and materials, power planning sessions, data analysis, PLC's, SAAVAS materials, modeling of Guided Math, coaching rounds, and AVID WICOR instructional strategies in 1st - 5th grade. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increased instructional capacity for all teachers in Math.</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Purchase start up math manipulatives and materials - 211-Title I - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize our Intervention and Enrichment block (Eagle Time) to provide small group interventions in math skills, accelerated learning, after school tutorials, and Saturday tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, etc) and individual students. (October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increased student achievement in math for each student, based on their individual growth.</p> <p>Staff Responsible for Monitoring: Teachers Campus instructional Specialists Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-State Comp. Ed. - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide STAAR camps prior to STAAR testing to enrich and remediate students on Math and Science skills. (January 2025, February 2025, March 2025, April 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increase in student achievement between Interim assessments and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199-General funds - \$2,500, - 211-Title I - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Goal: By June 2025, Sheldon Lake Elementary will increase the overall STAAR component score from 33 to 43 by increasing the number of students who achieve meets and masters.



Performance Objective 4: By June 2025, the student achievement score for all students taking the STAAR Science will increase 30 points in approaches, 29 points at meets, and 17 points at masters.






The percentage of approaches will increase from 40 % to 70%

The percentage of meets will increase to from 11% to 40%.

The percentage of masters will increase from 3% to 20%.

Evaluation Data Sources: STAAR Science scores, District assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement student access to web-based Science lessons through SAAVAS and Summit K-12, anchor charts, and word walls to increase science vocabulary. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increased student achievement in identifying Science vocabulary words</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Specialists, Teachers</p> <p>Funding Sources: - 199-General funds - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Facilitate continuous monitoring of data through student Science journals, quarterly data talks with staff, and setting goals with students after each local assessment to monitor academic growth by grade level, sub-populations, and special programs (Economically Disadvantaged, English Learners, Special Education, Gifted and Talented, etc.) October 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increased student achievement in Science for each student, based on their individual growth.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Instructional Specialists, Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 199-General funds - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will provide technology opportunities to students in all areas including Activity areas like such as PE, ART, Music, etc. Students will have access to Chromebooks, headphones with microphones, touchscreen tv, projectors.(August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Integration of technology in different areas on campus</p> <p>Staff Responsible for Monitoring: Principal Director of Innovative Programs</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


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


Performance Goal: By June 2025, Sheldon Lake Elementary will increase the overall STAAR component score from 33 to 43 by increasing the number of students who achieve meets and masters.


Performance Objective 5: Sheldon Lake Elementary will foster best instructional practice through AVID teaching strategies, online instructional resources, professional development for teachers, participation in AVID conferences and workshops and AVID membership for the campus. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Sheldon Lake Elementary will foster best instructional practice through AVID teaching strategies (including purchasing student planners / agendas), professional development for teachers, participation in AVID conferences and workshops and AVID membership for the campus. (Aug. 2023, November 2023, February 2024, June 2024 , July 2024 and August 2024)</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of rigorous instructional strategies.</p> <p>Staff Responsible for Monitoring: Teachers, CISs, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: AVID Membership and Conference Registration - 211-Title I - \$5,000, AVID Instructional Materials - 211-Title I - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify






 Discontinue

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

Performance Goal: By June 2025, Sheldon Lake Elementary will increase the overall STAAR component score from 33 to 43 by increasing the number of students who achieve meets and masters.

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

Evaluation Data Sources: Average Weekly Attendance reports for the 2024-2025 school year.





Strategy 1 Details	Reviews			
<p>Strategy 1: Reward students with perfect attendance by giving attendance incentives (award) each week, each nine weeks and/or EOY through PBIS incentive program (November 2024, January 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increased attendance as measured by attendance records, daily logs, excused files and records. School attendance rate will be at 98%</p> <p>Staff Responsible for Monitoring: Student attendance report broken down each week and each nine weeks period Assistant Principal, Principal, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199-General funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				









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

Performance Objective 1: By June 2025, teachers will show professional growth as defined by the T-TESS instrument through a program of staff development.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide each new teacher (any teacher with less than one year of experience) with a campus-based mentor, staff development, observation time and coaching. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increased capacity for all new teachers and their retention for the next year.</p> <p>Staff Responsible for Monitoring: Lead Mentor Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199-General funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training for all teachers on Response to Intervention, STAAR strategies(Lead4ward training & Region 4 training opportunities), district "Best Practices" strategies, Essential Schools Framework priorities (Lesson Planning and corrective instructional action planning), AVID, team building, building positive relationships with stakeholders, Arts at the Core techniques, Universal Design for Learning strategies, PBIS, and differentiation to continue building instructional capacity. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increased capacity for all teachers and their retention for the next year.</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-General funds - \$1,000, - 211-Title I - \$1,000, - 199-State Comp. Ed. - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Campus Instructional Specialists to assist teachers with differentiated professional development, PLC and planning support, and in-class coaching opportunities to build their capacity for high quality instruction. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increased capacity for all teachers and their retention for the next year.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training for the After School Program Site Coordinator by attending Local, State, and National Conferences as required or deemed necessary to fulfill the grant's requirements. (February 2025, March 2025, April 2024, June 2025, July 2025)</p> <p>Strategy's Expected Result/Impact: An increase in the staff effectiveness of the After School Program implementation. Certificate of Attendance Summative</p> <p>Staff Responsible for Monitoring: After School Program Coordinator District Contact * Report through Eduphoria Staff Responsible for Monitoring: After School Program Site Coordinator Title I Schoolwide Elements</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Professional development opportunities - 269 21st Century After-School Program (Cycle 11) - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				



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








Performance Objective 1: By June 2025, Sheldon Lake will provide opportunities for all parent and family members to engage in campus events, which promote school-home communication, shared decision-making, and learning opportunities for parents and families to impact student achievement.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish and foster a Campus Parent and Family Engagement Committee that will work in conjunction with the SDMC to develop, implement, and review our campus parent and family engagement policy, events and climate concerns. This group will meet quarterly during the year. The agreed upon PFE policy will be offered in English and Spanish and available in the campus front office and library, the district office, and in community spaces such as Greensbrook Place Community Clubhouse and the North Channel Library, 15741 Wallisville Rd Houston, TX 77049. (September 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increased parent voice and representation in the development and review our campus' parent/family engagement.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211-Title I - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a variety of opportunities to engage parents and families members on campus and at the Network Operation Center community location.</p> <p>a. Title I/Open House (Sept. 2024**)</p> <p>b. Family Literacy Night / Trunk or Treat (Oct. 2024)</p> <p>c. SDMC meetings (monthly)</p> <p>d. Math & Literacy Nights (multiple days/nights and times during the year**)</p> <p>e. PTO meetings / performances (Monthly)</p> <p>f. Family Engagement Event with the Children's Museum of Houston (Fall 2024)</p> <p>g. Meet the Teacher (Aug. 2024)</p> <p>h. Field Day (May 2025)</p> <p>i. Parent and Family Advisory/Engagement Committee (twice during the year - different days and times)</p> <p>j. Kindergarten and 5th grade transition events to be supported by parents. (Plan included in Title I crate)</p> <p>K. Watch Dogs Parent Volunteer program</p> <p>**These events will be offered during the school day and evening and different days of the week for families with varying availability.</p> <p>(August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Sheldon Lake will provide opportunities for ALL parents and community members at 100% participation.</p> <p>Staff Responsible for Monitoring: Administration, SDMC and PFE committees, Counselor</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211-Title I - \$3,000, - 199-General funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote the School-Home communication (i.e. newsletter, report cards, parent conferences, surveys, marquee, parent compacts, Parent Square, AVID binders, school web page and Twitter) in both English and Spanish. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Parents and Families receive information in a language they communicate best.</p> <p>Staff Responsible for Monitoring: Administration Counselor</p> <p>Funding Sources: - 211-Title I - \$500, - 199-General funds - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 4 Details	Reviews			
<p>Strategy 4: Establish and foster community relationships, business partners and community organizations such as Houston Arts Partners, Houston Grand Opera, New Era Construction, and Generation Park businesses. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: New partnerships established, presenting at local arts conferences</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Meet monthly during the 2024-2025 school year and will review the CNA and CIP in a formative review format on 11/2024, 1/2025, 3/2025, and 6/2025. This document will be available to the public by copies made available in both English and Spanish in the following locations: Sheldon Lake Elementary Office, Sheldon ISD's Ney Building Front Lobby, Greensbrook Community Clubhouse and the North Channel Library (15741 Wallisville Rd Houston, TX 77049. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Increased access for the public to view these documents and become involved.</p> <p>Staff Responsible for Monitoring: Administration Director of Federal Programs and Compliance</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Parents of students participating in the After School Program will be invited to participate in activities such as the Spring Showcase, Parent/Community Advisory board meetings held once per quarter and monthly parent education activities on various topics presented in English and Spanish. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Formative: * Agenda, sign-in sheets, and minutes from Advisory board meetings Summative</p> <p>Staff Responsible for Monitoring: After School Program Site Coordinator</p> <p>Funding Sources: Contract with vendors and instructional materials to support presentations/refreshments - 269 21st Century After-School Program (Cycle 11) - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				



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







Performance Objective 1: By June 2025, Sheldon Lake Elementary will create and foster a school-wide PBIS model that promotes a safe and positive campus culture.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a PBIS model on campus using "Eagle" expectations throughout the campus and researched best practices such as CHAMPs, Conscious Discipline and Social-Emotional learning strategies / behavioral RtI to help students become successful, well-rounded students who can handle conflict resolution and extreme emotional challenges. (August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Low numbers of office referrals, successful student behaviors throughout the campus. Struggling students able to utilize strategies learned from the counseling curriculum.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide transition strategies for assisting kindergarten and 5th grade children in the transition from early childhood education programs to local elementary school programs and middle school programs, respectively. (May 2025)</p> <p>Strategy's Expected Result/Impact: Students will tour classes and receive all pertinent information.</p> <p>Staff Responsible for Monitoring: Counselor and Administration</p> <p>Funding Sources: - 199-General funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a college and career mindset across the campus to expose students to post-secondary opportunities.</p> <ul style="list-style-type: none"> -Career Pictures -College and Career Week -Careers on Wheels -College Day(Mondays) <p>(August 2024, October 2024, November, 2024, December 2024, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: College pennants displayed, college week activities, students/staff wearing college t-shirts every Monday.</p> <p>Staff Responsible for Monitoring: Campus Administration, AVID site team, Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199-State Comp. Ed. - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: By June 2025 Sheldon Lake Elementary will cultivate a safe and supportive learning environment for all students, students, and staff. Provide enrichment programs such as dance, sports, keyboarding, cooking, gardening, social emotional learning, theater arts, etc. (August 2024, October 2024, November, 2024, December 2024, January 2025, February 2025, March 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: Periodic Monthly meetings, sign in sheets Summative data through skyward</p> <p>Staff Responsible for Monitoring: After School Program Site Coordinator</p> <p>Title I: 2.5</p> <p>Funding Sources: Vendors to provide enrichment activities to encourage student participation - 269 21st Century After-School Program (Cycle 11) - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Increase student motivation by providing supplemental programs throughout the school year.</p> <ul style="list-style-type: none"> -100th day of school -9 week award assembly -Cultural programs -PVA teaching artists and performances -End of year award assembly -Spelling Bee <p>(September 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: 90% of planned events are held.</p> <p>Staff Responsible for Monitoring: Administration, SDMC, Activity team, teachers.</p> <p>Funding Sources: - 199-General funds - \$5,000, - 211-Title I - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement Safety plans and dismissal strategies for all students. Including ID badges , emergency backpacks and materials for ID Badges and emergency backpacks such as badge clips, pouches, lanyards, backpacks, flashlights, sanitizer, band-aids, batteries, wipes, emergency blanket, and water. (September 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025)</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: By June 2025, Sheldon Lake Elementary will implement effective allocation of financial resources 100% of the time to meet campus needs.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement a balanced budget. (September 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: All budget expenditures will be tied to campus improvement plan.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus principal and secretary will attend district financial training. (September 2024)</p> <p>Strategy's Expected Result/Impact: Financial requisitions will reflect required documentation for purchases based on district requirements.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus principal and secretary will establish a system to review the campus budget, follow up on expenditures, and ensure the alignment to campus improvement plan bi-monthly. (September 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, and May 2025)</p> <p>Strategy's Expected Result/Impact: All budget expenditures will be tied to campus improvement plan.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Title I Personnel

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

Campus Funding Summary

199-General funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			\$2,500.00
1	3	2			\$10,000.00
1	3	5			\$2,500.00
1	4	1			\$5,000.00
1	4	2			\$1,500.00
1	6	1			\$500.00
2	1	1			\$1,000.00
2	1	2			\$1,000.00
3	1	2			\$1,000.00
3	1	3			\$2,000.00
4	1	2			\$500.00
4	1	5			\$5,000.00
Sub-Total					\$32,500.00
199-State Comp. Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$8,000.00
1	1	5			\$2,500.00
1	2	1		50%	\$140,000.00
1	2	4			\$10,000.00
1	3	4			\$8,000.00
2	1	2			\$8,000.00
4	1	3			\$2,000.00
Sub-Total					\$178,500.00

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,500.00
1	1	4			\$2,500.00
1	2	1	Professional development	50%	\$140,000.00
1	2	2			\$1,000.00
1	2	7	Purchase start up materials and resources for Reading (including paper for Reading A-Z books)		\$4,000.00
1	2	7	Purchase intervention materials such as LLI and Dyslexia kits		\$6,000.00
1	2	8			\$2,500.00
1	3	3	Purchase start up math manipulatives and materials		\$6,000.00
1	3	5			\$500.00
1	5	1	AVID Membership and Conference Registration		\$5,000.00
1	5	1	AVID Instructional Materials		\$1,000.00
2	1	2			\$1,000.00
3	1	1			\$1,500.00
3	1	2			\$3,000.00
3	1	3			\$500.00
4	1	5			\$3,000.00
Sub-Total					\$180,000.00
269 21st Century After-School Program (Cycle 11)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Professional development opportunities		\$3,500.00
3	1	6	Contract with vendors and instructional materials to support presentations/ refreshments		\$1,000.00
4	1	4	Vendors to provide enrichment activities to encourage student participation		\$10,000.00
Sub-Total					\$14,500.00