Sheldon Independent School District

Sheldon Early Childhood Academy

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: October 17, 2023

Mission Statement

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

"Jaguars Achieving Great Success"

Vision

We envision SECA as a community learning center where children gain competencies necessary for them to be successful right from the beginning of their educational journey. The commitment of our total community (students, staff, parents, and greater community) is necessary to create challenging learning experiences for our young scholars to prepare them for the future.

Our vision of providing an outstanding education is centered on the integration of all aspects of learning with:

1. attention to the whole child
2. emphasis on inquiry
3. integration of the traditional subject areas
4. utilization of a variety of learning tools and technologies
5. valuing a universal range of learning styles and abilities
6. connections to the real world beyond the confines of the classroom
7. exposure to the creative and performing arts for art's sake and art for integration
8. a focus on the development of positive attitudes toward people, toward the environment, and toward learning.

Value Statement

At Sheldon Early Childhood Academy, we believe that:

- Each individual has immeasurable worth and unique intelligence.

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

- Individuals have an inherent drive for acceptance and belonging.

- Family is the foundation of society.

- Human resourcefulness is unlimited.

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

- Change is inevitable and creates opportunities for new beginnings.

Table of Contents

Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Demographics 7
- Student Achievement 11
- School Culture and Climate 15
- Staff Quality, Recruitment, and Retention 18
- Curriculum, Instruction, and Assessment 20
- Parent and Community Engagement 21
- School Context and Organization 22
- Technology 23

Priority Problem Statements 24
Comprehensive Needs Assessment Data Documentation 25
Goals 27
- Goal 1: Sheldon Early Childhood Academy will maximize learning for ALL. 27
- Goal 2: Sheldon Early Childhood Academy will attract, develop and retain highly-effective staff. 35
- Goal 3: Sheldon Early Childhood Academy will continue to build positive, productive relationships with parents, families, and community members. 38
- Goal 4: Sheldon Early Childhood Academy will ensure a safe and positive environment. 42
- Goal 5: Sheldon Early Childhood Academy will maintain and monitor systems to ensure financial accountability and responsibility. 44

Title I Personnel 45
Campus Funding Summary 46

Comprehensive Needs Assessment

Revised/Approved: October 17, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment 2023-24

The campus site-based team convened on May 26th and May 30th, 2023, to facilitate the development of the campus comprehensive needs assessment and the campus improvement plan. The site-based team consisted of the following:

Joel Leal	Principal
Tamara Morgan	Assistant Principal
Lorea Bonaparte	Teacher
Melanie Holmes	Teacher
Joana Castillo	Teacher
Melinda Flores	Counselor
Ada Wilson	Teacher
Jennifer York	Teacher
Adam Stanley	Teacher
Alejandra Reyes	Teacher
Angela Martinez	Teacher
Maria Lezama	Teacher
Monica Bazile-Turknett	Parent
Norma Zepeda	Teacher
Adriana Garcia	Teacher
Nickie Allen	Teacher

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

The Site-Based Decision Making Team will meet tenatively the third Thursday every month, including September 21st, 2023, October 19th, 2023, November 16th, 2023, January 18th, 2024, February 15th, 2024, March 21st, 2024, April 18th, 2024, and May 23rd, 2024.

Campus Targeted Areas (2023-24)

Based on trends identified during the Comprehensive Needs Assessment, we consider the following areas as critical needs for the 2023-24 school year:

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

Prioritized Problem Statements:

Problem Statement

Student achievement, especially in the area of literacy, continues to show areas of improvement.

Root Cause

Students mostly lack enough exposure to literacy at home before starting school at SECA.

Problem Statement

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

Root Cause

Professional Learning is usually geared towards elementary grades.

Problem Statement

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

Root Cause

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

Problem Statement

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

Root Cause

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

This campus is a School-wide program that facilitates a “Conceptual Consolidation” of federal, state, and local funds to improve student performance and upgrade the entire educational program. The Site-based decision-making team collaborates on how the funds will be utilized to enable all students to meet the challenging state academic standards. Upon approval by the Sheldon ISD board of trustees, the final CIP will be translated to Spanish to meet the needs of our student population and community. The final CIP will be available at our campus in the front office in English and Spanish. In addition, the document will be available at the district administration building in the lobby, at the North Channel Library, and at the Greensbrook Community Center.

The Parent & Family Engagement Policy is developed and approved by the Site-Based Decision-Making Committee, which includes parents. This policy is translated into Spanish to support the needs of our student population and our community. The Parent & Family Engagement Policy is distributed to all parents at Sheldon ECA and a copy is available in the front office. In addition, the policy is available at the district office lobby, the North Channel Library, and the Greensbrook Community Center.

Demographics

Demographics Summary

Demographics

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

Demographic Data

Student Enrollment

Year	Enrollment
2019	641
2020	706
2021	655
2022	593
2023	611

	21-22 (Jan '22)		22-23 (Jan '23)	
	Count	Percent	Count	Percent
Grade Level				
Early Education	14	2.44%	14	2.38%
Pre-Kindergarten	238	41.54%	249	42.27%
Kindergarten	321	56.02%	326	55.35%
Gender				
Female	277	48.34%	268	45.5%
Male	296	51.66%	321	54.5%
Ethnicity				
Hispanic-Latino	409	71.38%	414	70.29%
Race				

	21-22 (Jan '22)		22-23 (Jan '23)	
American Indian - Alaskan Native	2	0.35%	3	0.51%
Asian	0	0 %	2	0.34%
Black - African American	120	20.94%	123	20.88%
Native Hawaiian - Pacific Islander	1	0.17 %	1	0.17%
White	32	5.58%	26	4.41%
Two-or-More	9	1.57%	20	3.40%
Program				
Emergent Bilingual	230	40.14	243	41.26%
Bilingual	234	40.84%	238	40.41%
English as a Second Language (ESL)	10	1.75%	25	4.24%
Free Lunch Participation	45	7.15%	63	10.70%
Reduced Lunch Participation	46	8.03%	32	5.43%
Other Economically Disadvantaged	400	69.81%	418	70.97%
Gifted and Talented	0	0.00%	0	0.00%
Special Education (SPED)	37	6.46%	46	7.81%
Title I Participation	573	100.00%	589	100%
Dyslexia	0	0.00%	0	0.00%
Other Student Information				
At-Risk	365	63.70%	364	61.80%
Economically Disadvantaged	508	88.66%	513	87.10%
Title I Homeless	0	0.00%	0	0.00%
Immigrant	5	0.87%	4	0.68%
Migrant	0	0.00%	0	0.00%
Military Connected	7	1.22%	9	1.53%
Foster Care	1	0.17%	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%	0	0.00%
Section 504	3	0.52%	1	0.17%
Intervention Indicator	4	0.70%	0	0.00%

Enrollment by Race/Ethnicity	18-19	19-20	20-21	21-22	21-22
African American	17.20%	19.41%	20.19%	22.76%	20.88%
Hispanic	73.70%	70.68%	72.81%	68.92%	70.29%
White	6.30%	6.23%	4.61%	5.97%	4.41%

Enrollment by Race/Ethnicity	18-19	19-20	20-21	21-22	21-22
American Indian	0.50%	0.71%	0.48%	0.31%	0.51%
Asian	0.20%	0.57%	0.64%	0%	0.34%
Pacific Islander	0.40%	0.14%	0%	0%	0.17%
Two or More Races	1.80%	2.27%	1.27%	2.04%	3.40%
Enrollment by Student Group					
Economically Disadvantaged	62.20%	77%	77.74%	90.27%	87.10%
Emergent Bilingual (Formerly ELL)	37.80%	35.84%	41.02%	38.30%	41.26%
Special Education	8.90%	7.79%	7.47%	8.95%	7.81%

Historical Attendance Rate	
18-19	93.25%
19-20	93.35%
20-21	93.54%
21-22	90.96%
22-23	90.40%

Teachers by Ethnicity						
	2019-20		2020-21		2021-22	
African American	8	22.1%	9	23.1%	11	30.6%
Hispanic	19	52.5%	20	51.3%	19	52.8%
White	8	22.7%	9	23%	5	13.9%
American Indian	0	0%	0	0%	0	0%
Asian	1	2.8%	1	2.6%	1	2.8%

Teachers by Degree Held						
	2019-20		2020-21		2021-22	
No Degree	0	0%	2	5.1%	0	0%
Bachelors	25	69%	20	51.3%	25	69.4%
Masters	11	31%	12	30.7	11	30.6%
Doctorate	0	0%	0	0%	0	0%

Teachers by Experience						
	2018-19		2019-20		2020-21	
Beginning Teacher	7	19.3%	7	18%	3	8.3%
1-5 Years	12	33.1%	16	41%	12	33.3%
6-10 Years	5	13.8%	4	10.3%	5	13.9%
11-20 Years	9	24.9%	7	18%	12	33.3%
More than 20 Years	3	8.9%	5	12.8%	4	11.1%

Demographics Strengths

Demographics Strengths

- Our staff is diverse and closely resembles our student demographic breakdown.
- Almost all our staff is state certified (one non-certified teacher for 23-24).
- Our teacher retention was over 90% in 2022-23 and that helps with consistency and campus level implementation of programs and strategies.
- 58% of our staff have six or more years of experience.

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

Student Achievement

Sheldon ECA is striving to meet the goals set in literacy, especially in kindergarten reading levels. During the 2022-23 SY, we utilized our professional and paraprofessional interventionists to address academic needs and that support will continue in 2023-24. In PK we have paraprofessionals supporting classrooms to provide small group instruction for struggling students. Each PK classroom will be supported by an instructional aide.

MCLASS DIBELS	21-22				22-23			
Skill	Well Above	On Track	Below	Well Below	Well Above	On Track	Below	Well Below
Composite Score	28%	31%	16%	25%	27%	30%	15%	28%
Letter Names (LNF)	*	65%	11%	24%	*	72%	12%	16%
Phonemic Awareness (PSF)	13%	13%	15%	59%	16%	16%	10%	58%
Letter Sounds (NWF-CLS)	25%	33%	16%	26%	20%	35%	16%	29%
Decoding (NWF-CLS)	30%	19%	10%	41%	31%	20%	6%	43%
Word Reading (WRF)	29%	28%	15%	28%	29%	30%	14%	27%

MCLASS Lectura

21-22				22-23				
Skill	On Track	Developing	Below	Skill	Well Above	At Benchmark	Below	Well Below

21-22				22-23				
Instructional Recommendation	58%	21%	21%	Composite	54%	34%	8%	4%
Fluidez en Nombrar Letras	61%	25%	14%	Fluidez en Nombrar Letras	41%	44%	8%	7%
Fluidez en la Segmentación de Fonemas	30%	29%	41%	Fluidez en la segmentación de silabas	41%	52%	4%	3%
Fluidez en las Palabras Sin Sentido	68%	9%	23%	Fluidez en los sonidos de las letras	14%	55%	13%	18%
				Fluidez en los sonidos de sílabas	28%	41%	10%	21%
				Fluidez en la lectura de palabras	22%	48%	6%	16%

TRC English	Blue - Above	Green Proficient	Yellow - Below	Red Well Below
22-23	15%	35%	15%	35%
21-22	20%	27%	15%	38%

TRC Spanish	Blue - Above	Green Proficient	Yellow - Below	Red Well Below
22-23	33%	20%	13%	34%
21-22	20%	33%	17%	30%

	EOY Kindergarten Math				
	Total Students	Date Taken	Overall		
			Met Standard	Approaching	Did Not Meet Standard
Sheldon ECA 2023	325	05/02/23	74.15%	15.69%	10.15%
Sheldon ECA 2022	324	04/25/22	75.93%	12.35%	11.73%

Pre-Kindergarten CLI Summary	On Track (21-22)	On Track (22-23)
Book and Print Knowledge	84%	85%
Phonological Awareness	88%	89%
Optional PA	89%	88%
Math	91%	95%
Optional Math	92%	100%
Social Emotional Behaviors	78%	92%
Pre-Kindergarten CLI Summary (Spanish)	**On Track (21-22)**	**On Track (21-22)**
Book and Print Knowledge	93%	95%
Phonological Awareness	96%	85%
Optional PA	97%	89%
Math	100%	98%
Optional Math	0%	0%
Social Emotional Behaviors	94%	100%

Student Achievement Strengths

Student Achievement Strengths

- There is only a small achievement gap between the various demographic groups, including our LEP population, which is above the campus average, in some cases significantly above.
- PK phonological awareness approached the campus goal of at least 90% when considering all students.
- Over 20% of our Kindergarten students exceeded the district benchmark for Reading.
- EOY TRC scores increase English compared to 2021-22 scores and stayed the same in Spanish when comparing those two administrations.

Student Academic Achievement Needs

- mClass DIBELS need areas are phonemic awareness and decoding (KG) in English and fluency in segmenting sentences in Spanish.
- PK Phonological Awareness in English was slightly below of our goal of 90%, scoring 89%. Spanish was at 85%.

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.

Problem Statements Identifying Student Achievement Needs

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

Problem Statement 2 (Prioritized): Student achievement, especially in literacy, continues to show areas of improvement. **Root Cause:** Students mostly lack enough exposure to literacy at home before starting school at SECA.

School Culture and Climate

School Culture and Climate Summary

School Culture, and Climate

Parent Survey Results – April 2023

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatified
The school gives instruction that meets the individual needs of my child.	51%	37%	6%	5%	0%
My child's school gives excellent academic counseling and/or career planning services.	49%	31%	17%	3%	0%
Overall, I am satisfied with the teachers and staff at this school.	58%	28%	12%	0%	1%
Campus administration does a good job operating my child's school.	53%	41%	4%	3%	0%
Teachers make learning interesting and relevant.	65%	26%	5%	4%	0%
The school is kept clean and in good condition.	62%	31%	6%	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.	55%	37%	8%	0%	0%
My child feels safe on the bus.	41%	22%	15%	0%	0%
My child's school is proactive against bullying and responds appropriately to any incidences of bullying.	45%	35%	18%	1%	0%
The school maintains high academic standards and expectations for all students.	50%	38%	10%	1%	0%
School staff treats me with respect.	62%	31%	5%	1%	0%
My child's school communicates with me in a language that I can understand.	72%	28%	0%	0%	0%
Discipline rules are consistently and fairly enforced at my child's school.	53%	37%	10%	0%	0%
My child's school gives opportunities for and encourages me to participate in parent/teacher conferences.	56%	33%	8%	1%	0%
The school and district value parent/community feedback.	50%	40%	8%	3%	0%
My child's school provides parents with the training and materials to help me support my child at home.	59%	29%	9%	3%	0%

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatified
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.	47%	37%	12%	3%	0%
	A	B	C	D	F
What overall grade would you give your child's school?	59%	32%	4%	0%	5%

Teacher Survey Results – December 2022

- We received 47 responses this year, up from 39 responses last year.
- Strengths:
    1. I feel supported by my supervisor - from 66.7% in 2021 to 76.6% in 2022 (plus 10.6% somewhat agree)
    2. I feel appreciated for the work that I do - from 56.4% in 2021 to 63.8% in 2022 (plus 19.2% somewhat agree)
    3. Students are motivated in class - from 39% in 2021 to 76.6% in 2022 (plus 14.9% somewhat agree)
    4. I feel physically safe at work - from 74.4% in 2021 to 74.4% in 2022 (plus 6.4% somewhat agree)

*** *Numbers include Strongly Agree and Agree responses*

- Weaknesses:
    1. I have adequate time to successfully accomplish my job responsibilities - from 51.3% in 2021 to 36.2% in 2022 (plus 31.9% somewhat agree)

*** *Numbers include Strongly Agree and Agree responses*

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

Student attendance is a constant concern at SECA because chronic student absences lead to gaps in student achievement. Unfortunately, for most of our students, when they miss the district bus in the morning, they do not attend school. Our ADA was just below 91% in 2022-23, despite it being a major focus for parent education and parent conferences.

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

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

Some students exhibit challenging behaviors in the classroom and common areas that affect student achievement. Targeted, intentional instruction in Social and Emotional strategies and skills as well as safe behaviors is needed. We will address this need by providing teachers with the tools to deliver this type of instruction and increase our students' skills in this area to improve behavior and maximize learning time in the classroom.

School Culture and Climate Strengths

Strengths

- According to the parent survey, 91% of parents are either very satisfied or satisfied with the way teachers make learning interesting and relevant. They are also very satisfied or satisfied with the teachers and staff at our school (86%) as well as with the school administration (94%)
- Several committees have worked together to plan and execute activities for students such as the Polar Express, Spring Fling, and bouncy houses in order to create a positive environment for students and community.
- Parent communication and support is strong through Class Dojo, School Messenger teacher daily communication folders and monthly newsletter.
- 90% of parents awarded the campus with a grade of A or B.

Needs

Attendance did not make the goal, which was 95% and was 90.4%

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention

Teachers by Ethnicity						
	2019-20		2020-21		2021-22	
African American	8	22.1%	9	23.1%	11	30.6%
Hispanic	19	52.5%	20	51.3%	19	52.8%
White	8	22.7%	9	23%	5	13.9%
American Indian	0	0%	0	0%	0	0%
Asian	1	2.8%	1	2.6%	1	2.8%

Teachers by Degree Held						
	2019-20		2020-21		2021-22	
No Degree	0	0%	2	5.1%	0	0%
Bachelors	25	69%	20	51.3%	25	69.4%
Masters	11	31%	12	30.7	11	30.6%
Doctorate	0	0%	0	0%	0	0%

Teachers by Experience						
	2019-20		2020-21		2021-22	
Beginning Teacher	7	19.3%	7	18%	3	8.3%
1-5 Years	12	33.1%	16	41%	12	33.3%
6-10 Years	5	13.8%	4	10.3%	5	13.9%
11-20 Years	9	24.9%	7	18%	12	33.3%
More than 20 Years	3	8.9%	5	12.8%	4	11.1%

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Growth was observed in TRC and math.
- FSA scores increased throughout the year.
- We continue to utilize our interventionists to provide support to students that need help with academic skills (RtI Tier 2 and 3).
- PK EOY PA scores approached the goal of 90%
- We have a mentoring/buddy program that supports new teachers, both new to the profession and new to the district.
- We conducted several guided reading and math (Eureka) training sessions during Collaborative Learning Time.
- The teacher retention rate this year was 90% compared to 87% last year.

Weaknesses

- Teacher absences and low substitute fill rate affect instruction in the classroom.
- TRC scores did not meet the goal of 76%

Needs

- More training in Guided Reading based on TRC scores.
- More training is needed in Phonemic Awareness based on mClass data.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment

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

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

This year, the Bilingual program began in Pre-K with a transitional program for EB students and continued in kindergarten to include 2-way classrooms that utilize a 50/50 model of linguistic instruction and transitional classrooms where they utilized an 80/20 model.

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

Curriculum, Instruction, and Assessment Strengths

Strengths

- Collaborative Learning Time will continue for next year at 75 minutes per week.

Needs

- We need instructional materials to complement our curriculum, both in PK and KG, for quality implementation of the Fueling Brains program.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Involvement, Engagement

The sole purpose for our family and community engagement is to educate our parents and stakeholders on how to be the best partners in their child's education. This includes heavy engagement activities such as parent workshops and family learning nights that focus on how we teach students in the curriculum, what the reading data shows and giving them training/materials to impact student achievement at home. Parents and community members are able to learn about campus procedures and programs and provide feedback through our volunteer program, our Site-based Decision-making Committee, Parent Advisory Council, and Watch D.O.G.S program. There are also several events during the year that are opportunities for our professional learning community to come together and celebrate our students, such as our Thanksgiving Family luncheon, field day, musical programs, and art shows.

Parent and Community Engagement Strengths

Strengths

- Parents receive communication in their preferred language based on 100% of parents being satisfied in this area.
- At least 5 Family Literacy nights were provided.
- Parent/Family communication is strong and utilizes different media, including ClassDojo, email, and newsletters.
- A parent survey was implemented to get parent/family feedback on our practices.

Weaknesses

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

Needs

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

Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

School Context and Organization

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

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

School Context and Organization Strengths

Strengths

- State-mandated phonics instruction successful implementation with quality materials.
- Our master schedule provided opportunities for teachers to meet as a team once a week to plan and review coming curriculum.

Technology

Technology Summary

Technology

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

Technology Strengths

Strengths

- During the STEAM lab rotation, students are exposed to different uses of technology and its integration in the learning process, including coding and typing.

Weaknesses

- A great number of iPads were missing chargers.

Need

- Acquiring more iPad chargers to ensure we get closer to 1-to-1 implementation in all classrooms.
- Spanish technology apps/sites, especially for our Spanish Learners

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Student Achievement

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

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

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Student achievement, especially in literacy, continues to show areas of improvement.

Root Cause 4: Students mostly lack enough exposure to literacy at home before starting school at SECA.

Problem Statement 4 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

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

- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: June 4, 2024

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

Performance Objective 1: By June 2024, the percent of students in Pre-Kindergarten who successfully meet the standard on the district benchmark in Phonemic Awareness based on CLI CIRCLE assessments in their first language will increase from 89% to 90% in English and from 87 to 90% in Spanish.
By June 2024, the percent of students in Pre-Kindergarten who successfully meet the standard on the district benchmark in Book and Print Awareness based on CLI CIRCLE assessments in their first language will increase from 85% to 90% in English and remain at a minimum of 90% in Spanish.
By June 2024, the percent of students in Kindergarten who successfully meet the standard on the district reading level benchmark in their first language based on TRC levels will increase from 50% to 76% in English and from 53% to 76% in Spanish.

High Priority

Evaluation Data Sources: CLI CIRCLE Assessment
TRC benchmark assessments

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: For the 24-25 SY we recommend to continue working to meet this performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To address the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards, Sheldon ECA will increase the amount of materials and supplies in both English and Spanish for Guided Reading, phonics, decodable books, and intervention materials, including online platforms. August 2023 September 2023 October 2023 January 2024 February 2024 March 2024 April 2024 **Strategy's Expected Result/Impact:** By equipping our classrooms with instructional materials that directly address gaps in students' learning, such as decoding and letter naming, our students are provided better opportunities to work on essential skills both during whole group and small group instruction, including station work. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Specialists, Team Leads **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2 **Funding Sources:** Instructional materials and supplies - 211-Title I - $5,000	55%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase the number of culturally diverse materials in our main library and especially in our classroom libraries in order to provide opportunities for all students, including economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners, to meet the challenging State academic standards. This includes offering a well-round curriculum. October 2023 **Strategy's Expected Result/Impact:** A balanced number of culturally diverse titles in both the main library and in classroom libraries will help our staff be able to create opportunities for our students to experience culturally diverse instructional activities. **Staff Responsible for Monitoring:** Administration, Campus Instructional Specialists **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 **Funding Sources:** Culturally diverse books for the main library and classroom libraries - 211-Title I - $5,000	30%	50%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 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 standards, Sheldon ECA will provide students with opportunities to receive tutoring sessions that address literacy or math skills they need to succeed in reaching benchmark goals. March 2024 April 2024 **Strategy's Expected Result/Impact:** By equipping our classrooms with instructional materials that directly address gaps in students' learning, such as decoding and letter naming, our students are provided better opportunities to work on essential skills both during whole group and small group instruction, including station work. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Specialists, Team Leads **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2 **Funding Sources:** Tutoring Services - Outside contracts - 211-Title I - $5,000, Tutoring Services - Sheldon ISD Employees - 199-State Comp. Ed. - $5,000	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for more culturally diverse materials for the classrooms and library collections, especially in the classrooms, that reflect topics and characters from different cultural backgrounds. **Root Cause**: Our Hispanic and African American populations have shown a steady increase, while our white population has decreased
Student Achievement
Problem Statement 2: Student achievement, especially in literacy, continues to show areas of improvement. **Root Cause**: Students mostly lack enough exposure to literacy at home before starting school at SECA.

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

Performance Objective 2: By June 2024, the percent of students in Pre-Kindergarten who successfully meet the standard on the district benchmark in math based on CLI CIRCLE assessments will increase from 96% to 98%.
By June 2024, the percent of students in Kindergarten who successfully meet the standard on the district math assessment will increase from 74% to 85% and the percent of students in Kindergarten who approach the standard on the district math assessment will increase from 16% to 20%

High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: For the 24-25 SY we recommend to continue working to meet this performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To address the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards, Sheldon ECA will increase the amount of materials and supplies in both English and Spanish for math instruction, including manipulatives and online platforms. October 2023 **Strategy's Expected Result/Impact:** By equipping our classrooms with math instructional materials that directly address gaps in students' learning, such as number sense and problem solving, our students are provided better opportunities to work on essential skills both during whole group and small group instruction, including station work. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Specialists, Team Leads **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Instructional Materials and Supplies - 211-Title I - $5,000	10%	50%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: To provide opportunities for all students meet the challenging State academic standards, Sheldon ECA will provide STEAM kits, materials and supplies for for the integration of STEAM in every classroom. September 2023 **Strategy's Expected Result/Impact:** Providing students with opportunities to experience STEAM activities in the lab and in the classrooms improves their math and science skills, which ultimately helps with problem solving abilities. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Specialists **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** STEAM materials and supplies - 211-Title I - $2,000	N/A			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By June 2024, the percentage of students in Special Education who are meeting expectations on their IEP goals will increase from 85% to 90%.

Evaluation Data Sources: Individual Student IEP Data
eSPED Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: For the 24-25 SY we recommend to continue working to meet this performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To support the needs of all students to meet the challenging State academic standards, including our students with disabilities, Sheldon ECA will provide materials and supplies in both English and Spanish to meet the needs of our Early Childhood Special Education students, including those that receive instruction in our ECSE classrooms and in mainstream classrooms. November 2023, January 2024, February 2024 **Strategy's Expected Result/Impact:** By equipping our classrooms with instructional materials that directly address gaps in special education students' learning, our students are provided better opportunities to work on essential skills both during whole group and small group instruction, including station work. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Specialists, Special Education Teachers **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 2 **Funding Sources:** academic supplies and materials - 211-Title I - $1,000	10%	50%	50%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Student achievement, especially in literacy, continues to show areas of improvement. **Root Cause**: Students mostly lack enough exposure to literacy at home before starting school at SECA.

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

Performance Objective 4: By June 2024, our Average Daily Attendance average will increase from 91% to 96%, based on our final ADA report.

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

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: For the 24-25 SY we recommend to continue working to meet this performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide student and family attendance incentives such as incentive wheel and preferred parking spots, and increase parent communication about absences and the importance of coming to school. November 2023, December 2023, January 2024, February 2024 March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Daily attendance rate for students increases and the number of chronic absences decreases. **Staff Responsible for Monitoring:** Campus Administrators, Counselor **Additional Targeted Support Strategy** **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Various attendance incentive materials - 211-Title I - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

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

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

Performance Objective 5: By June 2024, we will provide campus visits to help Kindergarten students transition to their elementary campuses for next year, as evidenced by student participation in transition visits.

Evaluation Data Sources: Transition visit schedule
Student Attendance

Summative Evaluation: Met Objective

Next Year's Recommendation: For the 24-25 SY we recommend to continue the successful work on this performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sheldon ECA will provide a transition visit for each Kindergarten student to visit their elementary campus for next year in May 2024. **Strategy's Expected Result/Impact:** Student transition visits to the elementary campuses in May 2024 will help students have a better transition between our early childhood campus and elementary. **Staff Responsible for Monitoring:** Counselor, Administrators	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By June 2024, 100% of our Pre-K and Kindergarten teachers will demonstrate knowledge in the delivery of Guided Reading practices.

By June 2024, 100% of our classroom teachers and instructional paraprofessionals will receive training in Behavior Management.

High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: For the 24-25 SY we recommend to continue working to meet this performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sheldon ECA will provide continued professional development in Guided Reading for classroom teachers to support literacy centers and intervention groups in order to be able to use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education to all students, including economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners, to meet the challenging State academic standards. September 2023, November 2023, February 2024 **Strategy's Expected Result/Impact:** By providing our teachers with professional learning opportunities we equip them with the needed tools to manage challenging behaviors so they can maximize learning time in the classroom. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Achievement 1 **Funding Sources:** Hiring a consultant to deliver trainings - 211-Title I - $9,000	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Sheldon ECA will provide training and in-class support for teachers in Behavior Management, including common areas such as the playground. August 2023 **Strategy's Expected Result/Impact:** By addressing behavior management, our staff will be able to maximize learning time. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Achievement 1 **Funding Sources:** - 199-General funds - $0	N/A	N/A		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Professional Learning offerings are not always grade-level appropriate for our teachers **Root Cause**: Professional Learning is usually geared towards elementary grades

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

Performance Objective 2: During the 2023-2024 school year, we will build capacity in our teacher leaders and school leadership team by ensuring that 100% of them participate in learning opportunities at the campus, district and local levels.

Evaluation Data Sources: Sign-in sheets
Implementation of strategies

Summative Evaluation: Met Objective

Next Year's Recommendation: For the 24-25 SY we recommend to continue to successfully work on this performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: During the 2023-2024 school year, we will build capacity in our teacher leaders and school wide systems through executive leadership coaching and professional learning for our leadership team. September 2023, October 2023, November 2023, January 2024, February 2024, March 2024, April 2024 **Strategy's Expected Result/Impact:** Developing our school instructional leaders is a key step to affect change throughout the campus by providing leaders with the necessary tools to support teachers and students and move to our academic goals. Attending professional learning opportunities gives our campus leaders access to these tools. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Achievement 1 **Funding Sources:** Registration fees, books, learning materials - 211-Title I - $3,000	N/A	50%	50%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Professional Learning offerings are not always grade-level appropriate for our teachers **Root Cause**: Professional Learning is usually geared towards elementary grades

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

Performance Objective 1: By June 2024, we will continue to have at least 5 parent and family events, including workshops, academic nights, informational sessions, that engage them in current strategies to support academic achievement at home.

High Priority

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

Summative Evaluation: Met Objective

Next Year's Recommendation: For the 24-25 SY we recommend to continue working successfully on this performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide parents and families with workshops and events designed to engage and educate them in current strategies to support learning at home, while promoting parent and family participation in such workshops and events by offering at least two events on flexible dates and times. September 2023, October 2023, January 2024, February 2024, March 2024 **Strategy's Expected Result/Impact:** Parents and families will receive guidance and resources to be better prepared to help their children continue learning at home and be more successful at school. **Staff Responsible for Monitoring:** Administrators, staff **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Supplies and materials - 211-Title I - Parent Engagement - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement

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

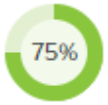
Goal 3: Sheldon Early Childhood Academy will continue to build positive, productive relationships with parents, families, and community members.

Performance Objective 2: By June 2024, we will increase parent engagement in campus activities during the 2023-2024 school year from an average of 25 attendees to an average of 50 attendees as evidenced by sign-in sheets.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: For the 24-25 SY we recommend to continue working to meet this performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide opportunities for parent engagement, such as Family Literacy Series, Jagger and Me, Breakfast with Buddies, Parent Cafe lunch area, Parent Advisory Council, Site-Based Decision Making Council and parent workshops, including hospitality items for events. (Parent Group will revise the parent engagement policy.) September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Parent involvement on committees, parent surveys, family involvement in reading activities, community attendance at campus events. **Staff Responsible for Monitoring:** Administrators **Title I:** 4.1 **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Supplies, materials and hospitality - 211-Title I - Parent Engagement - $1,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

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

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

Performance Objective 3: By June 2024, we will enhance our parent volunteer program by increasing the number of parent participants from 50 to 80 and reaching at least 80% of the participation in the classrooms as permitted by then-current circumstances.

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

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: For the 24-25 SY we recommend to continue working to meet this performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide parents with opportunities to volunteer at SECA, especially in the classrooms, promoting parent participation in classroom activities. September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increasing parent and family engagement in school activities will promote a culture of high academic expectations among our students and families. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Supplies and materials - 211-Title I - Parent Engagement - $500	N/A	50%	50%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

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

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

Performance Objective 1: During the 2023-2024 school year, we will keep the number of office referrals under 5 based on our end of year discipline reports.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: For the 24-25 SY we recommend to continue successfully working on this performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide the support and training for classroom teachers for the implementation of our campus-wide PBIS system, including strategies to address Social, Emotional Learning in the classroom as well as our discipline management system. September 2023, October 2023 **Strategy's Expected Result/Impact:** Observation of student success in meeting campus expectations, CHAMPs implementation and teachers utilizing strategies throughout the campus by June 2024. **Staff Responsible for Monitoring:** Administrators Counselor, Behavior Interventionist **Problem Statements:** Student Achievement 1 **Funding Sources:** PBIS training, supplies and materials - 211-Title I - $1,000	50%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase Spirit Sticks from Spirit Monkey for school-wide student incentives for a variety of events and achievements. September 2023 **Strategy's Expected Result/Impact:** Students earning incentives and wearing spirit sticks on backpacks to increase desired behaviors **Staff Responsible for Monitoring:** Administrators, Counselor **Funding Sources:** Spirit Sticks supplies - 211-Title I - $1,000	N/A	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: To promote a well-rounded education for our students, teachers will receive training in best practices in common areas, including the playground, that will stress the importance of positive and safe behaviors. September 2023 **Strategy's Expected Result/Impact:** Increased student safety through the implementation of strategies and expectations that help promote positive, safe student behavior. **Staff Responsible for Monitoring:** Administrators, PE Coach **Problem Statements:** Student Achievement 1 **Funding Sources:** - 211-Title I - $180	N/A	50%	50%	→

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Professional Learning offerings are not always grade-level appropriate for our teachers **Root Cause**: Professional Learning is usually geared towards elementary grades

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

Performance Objective 1: Monitor the spending of our budget so that at least 80% of the overall budget is spent by the end of December 2023.

Evaluation Data Sources: Expenditure logs

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: For the 24-25 SY we recommend to continue working to meet this performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor the spending of our budget so that 80% of the overall budget is spent by the end of December 2023. October 2023, December 2023 **Strategy's Expected Result/Impact:** Budget spending is impacting instruction earlier in the school year. **Staff Responsible for Monitoring:** Campus administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

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

Campus Funding Summary

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

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Tutoring Services - Sheldon ISD Employees		$5,000.00
				Sub-Total	$5,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional materials and supplies		$5,000.00
1	1	2	Culturally diverse books for the main library and classroom libraries		$5,000.00
1	1	3	Tutoring Services - Outside contracts		$5,000.00
1	2	1	Instructional Materials and Supplies		$5,000.00
1	2	2	STEAM materials and supplies		$2,000.00
1	3	1	academic supplies and materials		$1,000.00
1	4	1	Various attendance incentive materials		$2,000.00
2	1	1	Hiring a consultant to deliver trainings		$9,000.00
2	2	1	Registration fees, books, learning materials		$3,000.00
3	1	1	Supplies and materials	Parent Engagement	$500.00
3	2	1	Supplies, materials and hospitality	Parent Engagement	$1,500.00
3	3	1	Supplies and materials	Parent Engagement	$500.00
4	1	1	PBIS training, supplies and materials		$1,000.00
4	1	2	Spirit Sticks supplies		$1,000.00
4	1	3			$180.00
				Sub-Total	$41,680.00