Sheldon Independent School District

Stephanie Cravens Early Childhood Academy

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 17, 2023

Mission Statement



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

Core Beliefs

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

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

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

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

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Comprehensive Needs Assessment

Revised/Approved: October 17, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The Cravens ECA campus SBDM team reviewed various campus data to evaluate the overall goals for the district, to complete the campus program evaluation and to outline components of our 23-24 needs assessment. These steps were facilitated during the planning meeting on May 26, 2023. The following members were present:

Tristan Smith (Teacher), Norma Cotten (Interventionist), Kathie Cussen (Teacher), Aliza Draine (Teacher), Jeanne Lacy (Teacher), Deirdre Brown (Teacher), Selina Mancha (Teacher), Kathleen Spell (Assistant Principal), Tiffany Cross, (CIS), Denise Mustin (District Rep), Maria Vives (Principal), and Mrs. Ramirez (parent Representative). We met with again on May 31, 2023 to gather input on our Parent Compact, our Family Engagement Plan and Family Engagement Evaluation.

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

As a Title 1 campus we follow all requirements. Our parent/family engagement policy was developed with our CUB PACK (Parent Committee) in our September Cub Pack meeting (09/15/2023). Parents developed and approved the policy, and it was distributed (paper and electronically) to all families in both Spanish and English. It is also included in the the student handbook and made available to our community both at school, district office, North Channel Library, and Greensbrook Community Center.

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

Campus Targets:

Last year our campus is paired with the District and received a rating of B by the state. We are still waiting for the ECA ratings.

Cravens ECA will:

- provide opportunities for all children to the meet the challenging State academic standards.
- 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.
- 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.

In an effort to produce continuous improvement across all grade levels and student demographic populations and to educate a "well-rounded" student, the following priorities will be the focal point for the 2023-2024 school year:

1. Provide training and coaching for all kindergarten and Pre-K teachers in Fueling Brains, guided reading planning, workstations, instruction, and assessing.
2. Provide a systematic RTI process utilizing a certified interventionist and interventionist aides to facilitate small group, targeted reading interventions for at-risk students.
3. Provide training, coaching, and resources for a standard phonics/ phonemic awareness program, reading and writing (such as books, paper, notebooks, laminating machine access to teachers, etc), Eureka and guided math, Fueling Brains thematic and developmental curriculum for Pre-K and Kindergarten.
4. Implement Best Practices and monitor with monthly alignment learning walks. Continue to disaggregate data during grade level PLCs to make best decisions on interventions

and enrichment.

5. Support our collaborative special education/ general education inclusion classrooms to continue improving instruction and learning for students identified with special needs.
6. Provide training and communication to all parents so that they understand the curriculum and learning objectives for their child, increase parental engagement and involvement, and provide resources for them to help their child at home with those skills along with support for the child's brain development and executive functions. Flexible parent and family engagement events will be offered in the fall and spring semesters and at other locations besides our campus.
7. Continue implementing high-yielding strategies and planning to improve learning of special education, Emergent Bilinguals (EB), and at-risk students.
8. Continue to focus on safe and secure schools through PBIS, safe and secure schools, utilize the SafeDismissal.com program, CHAMPS, and SEL skills through Conscious Discipline
9. Provide continuous staff development on digital learning apps and programs (Dojo, Fueling Brains App, Google Classroom, Zoom) to enhance learning.
10. Provide communication and trainings for parents to cover Skyward Family Access, Fueling Brain App, curriculum, technology, discipline, and development stages/ skills.
11. Encourage critical and creative thinking through the (STEAM) approach by providing resources for students to have hands-on opportunities to discover Science, Technology, Engineering, Arts, and Math concepts.
12. Implement Fueling Brains approach to provide PK children with holistic, effective, and child-centered curriculum to increase development of executive brain functions.

The campus CNA was developed, reviewed, and revised on the following dates for the 2022-2023 school year:

September 13, 2022

October 10, 2022

November 14, 2022

January 24, 2023

February 20, 2023

March 30, 2023

April 10, 2023

and May 26, 2023 (Needs Assessment was completed for the 23-24 school year.)

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

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

This campus is a School-wide program that facilitates a “Conceptual Consolidation” of federal, state, and local funds to improve student performance and upgrade the entire educational program. The Site-based decision-making team collaborates on how the funds will be utilized to enable all students to meet the challenging state academic standards.

Priority Problem Statements

Problem Statement 4: On the CLI PK assessment letter sound scores decreased from last year from by 15 %. Total at 67% both English and Spanish.

Root Cause 4: Changes in the curriculum, the focus was starting the fueling brains program and teachers were adapting to teaching executive functions and academics.

Problem Statement 4 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Capacity and resources data

Goals

Revised/Approved: August 15, 2023

Goal 1: SISD will maximize student learning for All.

Performance Objective 1: Kindergarten student EOY TRC English scores will increase from 47% on a TRC (MClass) proficient level of "D" or above to 57%. EOY TRC (MClass) Spanish scores will also increase from 60% to 70% Proficient or above by the end of May 2023.
PK EOY Book and Print CLI English Scores will increase from 82% to 87%, and EOY Book and Print SCLI Spanish Scores will increase from 83% to 88% on track by May 2024.
PK EOY CL Letter Sound Assessment English scores will increase from 67% to 72% and Spanish Letter sound assessment will increase from 85 % to 90% by May 2024.

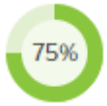
High Priority

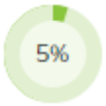
HB3 Goal

Evaluation Data Sources: EOY TRC guided reading levels; EOY Book and Print assessment, Letter/Sound Assessment Checklist

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Next year there will be a different measure for Reading.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide staff development to personnel and needed resources (such as books, classroom materials, consumables for teaching, lamination machine to maintain materials for centers, literacy manipulatives, etc) for Pre-K and K in all RLA components including, Science of Teaching Reading, learning station activities and running records, and building writing and literacy skills. Strategy addresses a well-rounded education. - Utilize TEKS deconstruction/Reflective Practice Model during PLC planning. - Use of journaling, following district curriculum. August 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, and May 2024. **Strategy's Expected Result/Impact:** According to TRC and running records, students will reach established benchmarks: 2nd 9 Weeks - TRC B (Instructional) 3rd 9 Weeks - TRC D (Independent) 4th 9 Weeks - TRC E (Independent) **Staff Responsible for Monitoring:** Principal and Assistant Principal Others involved are the campus instructional coach, ELA curriculum specialists, and Director of Curriculum. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Targeted Support Strategy** **Funding Sources:** Decodable Texts - from Scholastic - Edu Foundation Grant Funds - $5,700, Decodable Texts - from Benchmark Education - Edu Foundation Grant Funds - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to provided Interventions for Tier 2 and Tier 3 of intervention program: with Research-based strategies. Targeted interventions during the school day. MCLASS Amplify Interventions This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards. Kinder. - LLI/ SEL - Leveled Literacy Intervention, phonemic awareness for young children Pre-K interventions - Unique schedule for oral language/ PA interventions - CIRCLE manual resources Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Formative: Weekly assessments Running Records Summative: FSAs and report cards Student reading levels at EOY TELPAS writing samples CIRCLE assessments **Staff Responsible for Monitoring:** Staff: Title 1 Aides/ teachers/ parents/ Administrators and Instructional coach. Materials: LLI/ SEL Kits, CIRCLE manual and CLI activities **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Interventionists - 211-Title I - $28,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop vocabulary, oral language, listening skills, and comprehension for all students, including ELL students and special needs (unique learners), shared reading, interactive read aloud texts, collaborative charts, flannel story, dramatic play stations, author's visit, AVID Reader Books for contest, and Wild About Reading Program. Strategy addresses a well-rounded education. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Formative: Common Assessments, TRC, Anecdotal notes, observations Summative: TRC Data **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Scholastic Magazines - 211-Title I - $2,500, AVID Reader Books - 199-State Comp. Ed. - $1,000	55%	65%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: SISD will maximize student learning for All.

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

85% of Pre-K students will master the math Pre-K guidelines as determined by the EOY CIRCLE assessment.

Evaluation Data Sources: EOY District math evaluation; and Pre-K CIRCLE assessment

Summative Evaluation: Met Objective

Next Year's Recommendation: increase all areas by 5%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to develop the campus STEAM lab and STEAM events (STEAM week, STEAM themed days, STEAM Night) on campus to increase opportunities for students to learn and discover Science, Technology, Engineering, Art, and Math concepts through hands on- purposeful play activities. Aug. 2023, September 2023, Ocotber 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increase Math and Science scores, students exposed to STEAM opportunities early to help them discover their strengths and passions for learning. **Staff Responsible for Monitoring:** The principal and instructional coach will conduct walk-throughs in the STEAM lab. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Maker Space Cart - Edu Foundation Grant Funds - $2,300, STEAM and Art Room Materials and Supplies for Projects and experiments - 199-General funds - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide staff development in number sense, problem solving, guided math, PBL, and StemScopes to all teachers and provide necessary resources and manipulatives for effective math and science instruction. This strategy will meet the needs of all students to meet the challenging State academic standards. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased math scores in number sense and problem solving strategies. **Staff Responsible for Monitoring:** Teachers, Administration, CIS **TEA Priorities:** Recruit, support, retain teachers and principals	20%	65%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Build and Maintain a campus garden for students to observe and practice Life cycles, measurement skills, and nutrition. Provide measuring tools in garden for students to access. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Understand how to grow food. Know nutritional value and have opportunities to taste test different items grown in the garden. Use measuring tools in real life situations. **Staff Responsible for Monitoring:** Campus administrators, teachers, parent volunteers **Funding Sources:** Garden plants, fertilizer - 211-Title I - $1,500	20%	35%	85%	→

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

Goal 1: SISD will maximize student learning for All.

Performance Objective 3: Improve attendance rate from 90.7% to 92%.

High Priority

Evaluation Data Sources: End of the year attendance reports.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue with same goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nine weeks attendance awards for students: Strive for 5 campaign - Parent awareness/ information booklets. Bubble party at end of year. Name announced in 9WK newsletter and picture posted in hallway. Every perfect attendance day your class earns a letter. Once they spell out "Cubby Bear" and get cubby bear picture, they earn class tokens. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Nine week awards Summative: End of year attendance rate. **Staff Responsible for Monitoring:** Assistant principal, attendance clerk, staff members, and support staff Materials: awards and incentives Cost: 500.00 Fund: Student Activity/donations **Funding Sources:** Rewards for students (medals and Diplomas) - 199-General funds - $2,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide activities for students to learn Social and Emotional skills, build relationships, and to keep students engaged and wanting to be at school. Personal phone call when students are absent. - Morning meetings in each CR to build the school family. - Theme days such as 100 day of school, career day, etc. - Conscious Discipline - School Family rituals Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Formative: Attendance rates Summative: End of year attendance rate, student surveys **Staff Responsible for Monitoring:** Campus administration, Teachers, Counselor and Attendance Clerk **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff Attendance Incentives 1) Semester Perfect Attendance - Grab bag with gift cards. 2) End of year - No more than two absences = $25.00 gift card and Perfect attendance = $50.00 gift card. 3) Staff with PA for each quarter will receive the Gift of Time Pass of 30 minutes added to their lunch time duty Free. Admin will cover their time. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Semester and End of the year attendance rate for employees **Staff Responsible for Monitoring:** Campus Administration, Secretary **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Performance Objective 4: Set the foundation for all students to become college and career ready through achieving academic success so that all sub-groups perform within 5% points of each other on the end of year reading and math assessments in May 2024.

High Priority

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Interventions - Tier II small group Interventions will be targeted skills based on MCLASS and TRCs for Kinder, and CLI for PK, and will include interventions as discussed during PLCs. This strategy will provide opportunities for all children, including each of the subgroups of students (eco Disadvantage, students from major racial and ethnic groups, children with special needs and EB) to meet the challenging State academic standards. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased reading scores on EOY TRC, Letter/sound knowledge on CLI **Staff Responsible for Monitoring:** Administration, Counselor, staff members **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide staff development in targeted areas to meet the needs of all learners and special populations (Sped, EBs, GT, AR) for all staff members including CIS, Counselor, Specials teachers and Administrators. Conferences: Fueling Brains, Lead4Ward , ASCD, Solution Tree, Region 4 Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** End of the year CBA assessment data on students indicating that each student has met expectations. **Staff Responsible for Monitoring:** Campus administrators, Instructional Coach, RTI chair, and Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Conference Fees - 211-Title I - $6,000	45%	70%	85%	→

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

Goal 1: SISD will maximize student learning for All.

Performance Objective 5: Ensure our Pre-K and Kindergarten students are provided with holistic, effective, and child-centered curriculum to increase development of executive brain functions by May 2024

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Fueling Brains curriculum in the PK and Kindergarten classrooms to help develop their working memory, inhibitory control and cognitive memory. This strategy will provide opportunities for all children, including each of the subgroups of students (eco Disadvantage, students from major racial and ethnic groups, children with special needs and EB) to meet the challenging State academic standards. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased executive functions and brain development **Staff Responsible for Monitoring:** Teachers, CIS, Administration **Funding Sources:** Title 1 - 211-Title I - $6,000, General Funds - 199-General funds - $5,000	50%	75%	85%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor Implementation of Fueling Brains curriculum in the classrooms by CIS and Fueling Brains Curriculum Coach. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Improved brain development in students **Staff Responsible for Monitoring:** Administrator and CIS **Funding Sources:** Materials support classroom instruction - 199-General funds - $10,000	50%	80%	85%	→

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

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

Performance Objective 1: To maintain the teacher turn-over rate from 4 teachers and 4 paras in the 22-23 school year to no more than two total in the 23-24 school year.

Evaluation Data Sources: Resignations

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide staff development in targeted areas based on teachers' individual needs based on TTESS observations and district initiatives such as Fueling Brains, PLC/Solution Tree, Impact Coaching Cycle, STR, etc... Equip teachers to better meet the needs of our students and promote staff retention and teacher success. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Documentation of completion of trainings, observations, 100% of teachers maintain highly qualified status. **Staff Responsible for Monitoring:** Administration and Staff **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** Retain Teachers - 199-State Comp. Ed. - $5,500	40%	60%	80%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Maintain teachers that are close to or achieved TIA (73%) scores. (63% and higher) Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** More teachers will stay in the classroom due to the incentive. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	40%	40%	80%	→

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

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

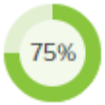
Performance Objective 2: Provide all staff with training opportunities to ensure all personnel meet guidelines established in the district technology plan and are utilizing technology in the classroom: Including the use of web-based applications like: Reading AZ, RAZ Kidds, Ready Rosie, Parent Square,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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Ipads, chromebooks w/ headphones and mice, and interactive projectors, interactive panels, wireless presenter remotes, to conduct research, explore new concepts, and participate in online learning programs. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Walkthroughs, cart usage, student work samples, staff surveys **Staff Responsible for Monitoring:** ITS, Administration, and staff members **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize technology to enhance communication between campus, parents, and community: Social Media Platforms, Parent Square, Fueling Brains APP, Ready Rosie, Safe dismissal Application, website. Purchase media cart with speakers, computer, portable screen for parent events and trainings. Technology training: August 2023 Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Parent and Staff surveys, use of techonology. **Staff Responsible for Monitoring:** ITS, Administration, staff members **Funding Sources:** Computer, Projector, portable Screen - 211-Title I - $6,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide staff members training on using technology to enhance learning, collaboration, I-Ready, Fueling Brains Platforms, Ready Rosie, and communication with other communities. *Share apps *Mini workshops during PLCs or after school to learn how to utilize our technology with our curriculum Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Walkthroughs and staff surveys **Staff Responsible for Monitoring:** ITS, Administration, Instructional Coach				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: Maintain a positive environment for staff members by providing activities to motivate staff including monthly activities, staff appreciation week, potluck lunches, etc.; Increase collaboration & communication among teams.
Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024

High Priority

Evaluation Data Sources: Staff surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create committees, to share responsibilities to all team members. Committees: Sunshine, Substitute Greeter, PBIS, Team Leader, and Site Base. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** staff empowerment, shared responsibilities, building of culture and climate **Staff Responsible for Monitoring:** Committee leaders, Administration team. **TEA Priorities:** Recruit, support, retain teachers and principals	30%	55%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: SISD will promote parent/ community engagement.

Performance Objective 1: Increase the number of parent/ community volunteers from 10 consistent volunteers to 20 volunteers by April 2024.

High Priority

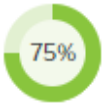
Evaluation Data Sources: Parent volunteer hour logs, parent meeting sign-in sheets, parent survey

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parent communication: To continue our commitment to building a strong home-to-school partnership, campuses with 25 or more students enrolled with a language other than English and Spanish will be required to provide communication in that language. *Principal will facilitate a "coffee and chat" with all interested parents twice a year to allow for parents to give input or learn new strategies to use at home with their child. * Fueling Brains Parent University with PK parents twice a semester. *Academic monitoring - Intervention notices sent home, parent conferences for "at-risk" students held in January *All teachers will communicate with their classroom parents through Parent Connect Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Parent Surveys, parent attendance to meetings, coffee chats, and FB University **Staff Responsible for Monitoring:** Administration and classroom teachers **Title I:** 2.6, 4.1, 4.2 **Funding Sources:** SeeSaw for Schools Application - 211-Title I - $3,600				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parent Involvement and engagements and events: * Continue Watch DOG S program. *Wild About Reading Program for K and Prek *Take home phonics/ literacy kits *Family Literacy Night * Family Math Night *Take home activities * STEM Night Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Participation - sign-in sheets, library record of materials checked out by parents, number of medals awarded at end of year **Staff Responsible for Monitoring:** Administration and Staff **Funding Sources:** Booklets and reading materials to send home with students. Print Ready Rosie Materials - 199-State Comp. Ed. - $5,000	50%	55%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CUB "P.A.C." (Parent and community volunteer program including a representative on rep. council). CUB Pack parents participate in the process of the development of the parent and family engagement policy. - Provide resources for volunteers to use to assist teachers in making resources for the classroom (die-cuts, office supplies, etc.) August, 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024 and May 2024 **Strategy's Expected Result/Impact:** # of volunteer hours will increase, programs and process will run more efficiently **Staff Responsible for Monitoring:** Administration and Title 1 staff members **Funding Sources:** Paper, materials, office supplies - 199-General funds - $7,000	60%	65%	80%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide parents with workshops and events designed to engage and educate them with current strategies to support student learning at home. Utilize Ready Rosie and FB App as a resource to assist/ train parents. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** More parents will actively use the Ready Rosie app and the Fueling Brains platform. **Staff Responsible for Monitoring:** Administration and staff				

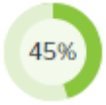
 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Maintain office referrals to no more than 15 office referrals by the end of the year by implementing PBIS and Conscious Discipline in order to provide procedures and processes that create and maintain and safe and orderly learning environment.
Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Fueling Brains, CHAMPS and Conscious Discipline as part of our school-wide discipline plan to help students learn self regulation to control their emotions and behaviors. Provide on-site training and resources to all staff members on Fueling Brains, and Conscious Discipline. Provide staff with corresponding staff development and materials to maintain and sustain programs. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Decrease in office referrals and behavioral interventions; Increase brain development in the areas of Inhibitory Control, Working Memory, Cognitive Flexibility **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Conscious Discipline - 211-Title I - $6,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor Crisis management plan,. Conduct monthly safety drills. Provide outdoor emergency kit to utilize at recess and during drills. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Monthly drill logs and after action reports. **Staff Responsible for Monitoring:** Administration, Nurse, & Staff members. **TEA Priorities:** Recruit, support, retain teachers and principals	60%	90%	95%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement Positive Behavior Interventions and Supports. Bullying prevention and "Pawsitive" behavior. - Rules and expectations posted in classrooms and all common areas including the hallways leading to the playground. Recognize students each 9 weeks through the following initiatives: Cubby Bear Hug ceremony and Star Cub. - Bullying training - provide students with guidance lessons that promote safety and protect against violence and bullying. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Maintain 15 or less office discipline referrals **Staff Responsible for Monitoring:** Administration, Counselor, and all staff members. **Funding Sources:** General Funds - 199-General funds - $3,000	60%	75%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Maintain a positive environment for staff members by providing activities to motivate staff including monthly activities, staff appreciation week, potluck lunches, etc.; Increase collaboration & communication among teams. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Staff surveys **Staff Responsible for Monitoring:** Administration and staff members **TEA Priorities:** Recruit, support, retain teachers and principals	80%	90%	90%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement Fueling Brains in Pre-K following the curriculum established to facilitate brain development in the areas of Working Memory, Inhibitory Control, and Cognitive flexibility. Teachers will complete 6 assessments cycles during the school year to determine brain development and academic growth. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Students in PK will better prepared to learn the academic content and be at the correct brain development stage. **Staff Responsible for Monitoring:** Principal, CIS, and Fueling Brains Application **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 199-General funds - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: To provide a safe and organized transition from Pre-K to kindergarten and kindergarten to first grade as students transition from the ECA to the elementary campuses.
January 2024, February 2024, March 2024, April 2024, May 2024

Evaluation Data Sources: Teacher, parent surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide a transition orientation visit for kindergarten students to visit their receiving elementary campus. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 Provide Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. Provide resources and support for students and their parents who are transitioning from home or daycare to Pre-K or K. **Strategy's Expected Result/Impact:** Transition visit attendance and student surveys. **Staff Responsible for Monitoring:** Counselor and administration	25%	50%	75%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Kindergarten Graduation ceremonies - To celebrate our students' Kindergarten transition to 1st grade. Share resources with parents to help their child prepare for 1st grade and their new campus. Provide opportunities for parents to share in the transition celebration with their child. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Parent attendance (sign-in sheets), parent surveys **Staff Responsible for Monitoring:** Administration, Counselor, and staff members	25%	50%	80%	→

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

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

Performance Objective 1: By April 2024, Cravens ECA will deplete or encumber 100% of all federal and state funds in a timely manner during the 2023-2024 school year to meet the goals and expectations for academic support. (Some funds will be encumbered for summer school).

Evaluation Data Sources: Budget Report

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Weekly meetings with the campus secretary to review expenditures and the accounting management systems to ensure compliance with federal and state funding. Aug. 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** 100% of funds will be depleted in a timely manner **Staff Responsible for Monitoring:** Principal, Secretary	50%	80%	90%	

No Progress



Accomplished


Continue/Modify


Discontinue

State Compensatory

Budget for Stephanie Cravens Early Childhood Academy

Total SCE Funds: $7,120.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

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

Title I Personnel

Name	Position	Program	FTE
Agnes Perfecto	Interventionist Instructional Aide	Interventions	1
Vanessa Seals-Bolt	Instructional Interventionist Aide	Interventions	1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Parent	Isabel Rondo	Parent
Community Representative	Elisa Hill	Community Rep - Sheldon Little League
Paraprofessional	Cynthia Gonzalez	Paraprofessional
Paraprofessional	Leysa Cardona	Paraprofessional
Community Representative	Tacarra Williams	Title 1 Coordinator
Classroom Teacher	Isylee Sanchez	K Bil. Teacher
Classroom Teacher	Savanna Trevino	K Teacher
Classroom Teacher	Ashley Duque	K Bil. Teacher
Classroom Teacher	Luisa Rodriguez	PK Bil. Teacher
Classroom Teacher	Priscilla Galvan	PK Teacher
Classroom Teacher	Javier Dominguez	Specials Teacher
Classroom Teacher	Deonne Quisenberry	Special Education Teacher
Parent	Yesenia Rodriguez	Parent
District-level Professional	Juan Duenas	Academic Support Services
Administrator	Desirae Feemster	AP
Non-classroom Professional	Tristan Smith	CIS
Non-classroom Professional	Norma Cotten	Interventionist
Non-classroom Professional	Cindy Juarez	Counselor
Administrator	Maria Vives	Principal

Campus Funding Summary

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

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	AVID Reader Books		$1,000.00
2	1	1	Retain Teachers		$5,500.00
3	1	2	Booklets and reading materials to send home with students. Print Ready Rosie Materials		$5,000.00
				Sub-Total	$11,500.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Interventionists		$28,000.00
1	1	3	Scholastic Magazines		$2,500.00
1	2	3	Garden plants, fertilizer		$1,500.00
1	4	2	Conference Fees		$6,000.00
1	5	1	Title 1		$6,000.00
2	2	2	Computer, Projector, portable Screen		$6,000.00
3	1	1	SeeSaw for Schools Application		$3,600.00
4	1	1	Conscious Discipline		$6,000.00
				Sub-Total	$59,600.00

Edu Foundation Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Decodable Texts - from Benchmark Education		$4,000.00
1	1	1	Decodable Texts - from Scholastic		$5,700.00
1	2	1	Maker Space Cart		$2,300.00
				Sub-Total	$12,000.00

Addendums

2021-22 Texas Academic Performance Report (TAPR)

District Name: SHELDON ISD

Campus Name: STEPHANIE CRAVENS EARLY CHILDHOOD

Campus Number: 101924107

2022 Accountability Rating: B

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

This campus is not rated on Progress (TAPR).

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

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

There is no data for this campus.

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

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

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

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

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

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

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

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

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

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

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

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

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