Sheldon Independent School District

Sheldon Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: October 17, 2023

Mission Statement

Sheldon Elementary will provide the foundation to grow independent learners for college and career readiness to succeed in a diverse, ever-changing world.

Vision

Sheldon Elementary aspires to be a distinguished campus by empowering our students to maximize their potential for college and career readiness.

Value Statement

Our vision includes the belief that:

Sheldon Elementary community believes that our students will achieve their full potential:

By engaging our students academically through Science, Technology, Engineering, and Science that provides them with a culture of high expectations, mutual respect, and encouragement. Sheldon Elementary will provide students with a strong academic program that embraces individualism and diversity. We will encourage students to become self-directed that hold students individually accountable for their school accomplishments and progress. We will ensure that students feel safe and respected and create learners that connect with experiences within the school and beyond the classroom.

School Profile

Sheldon Elementary is one of six campuses in Sheldon Independent School District. Sheldon Elementary was built in 1957 and rebuilt in 2004. Sheldon Elementary servers predominantly low socio-economic families from around the area. Sheldon Elementary will serve approximately 600 students in grades 1st through 5th for the 2023-2024 school year. Sheldon Elementary became a National Science Technology, Engineering and Mathematics (STEM) campus in 2019 and an Advancement via Individual Determination (AVID) National Showcase Campus in 2023.

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Goals 25
- Goal 1: Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus to meet the needs and maximize learning for all students. Performance Goal: By July 2024, Sheldon Elementary will increase overall STAAR component score from 42 to 48 by increasing the number of students who achieve meets and masters. 25
- Goal 2: Sheldon Elementary will attract, develop and retain highly effective staff. Performance Goal: Support teachers in their attainment of proficiency as defined by the T-TESS instrument. 42
- Goal 3: Sheldon Elementary will promote parent/community engagement. Performance Goal: Increase parental involvement across the district. 45
- Goal 4: Sheldon Elementary will ensure a safe and positive environment. Performance Goal: 1. To implement and maintain the Multi-Hazard Emergency Operations Plan (MHEOP). 2. To maintain and meet standards of the SISD building audits district-wide. 3. To develop and maintain a campus safety committee that is in line with the requirements for the State of Texas. 47
- Goal 5: Sheldon Elementary will provide financial accountability. Performance Goal: Support teachers and staff financially that will assist in increasing student performance in Reading Math and Science on STAAR. 49

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Comprehensive Needs Assessment

Revised/Approved: October 17, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment

Revised/Approved: Meeting1: May 22, 2023 and Meeting 2: May 25, 2023

Meeting 1: May 22, 2023

Jarea Hymon	Teacher
Britton West	Teacher
Marilyn Spikes	Teacher
Michelle Garcia	Teacher
Ashley Smith	Teacher
V. Garza	Teacher
Maria Vallejo	Teacher
Jana Rolling	Principal
Kristen Hayes	Parent/Community Business Owner
Lisa Sprehe	Interventionist
Erica Gomez	Parent

Meeting 2: May 25, 2023

Jarea Hymon	Teacher
Britton West	Teacher
Marilyn Spikes	Teacher
Ashley Smith	Teacher
Michelle Garcia	Teacher
V. Garza	Teacher
Maria Vallejo	Teacher

Jarea Hymon	Teacher
Jana Rolling	Principal
Kristen Hayes	Community Member
Lisa Sprhere	Interventionist
Erica Gomez	Parent

Needs Assessment Overview

The Site-Based Decision Making Committee reviewed various data to evaluate the overall goals of the campus, to complete the campus program evaluation, and to outline components of a needs assessment. These steps were facilitated during planning meeting on two dates, May 22, 2023 and May 25, 2023. The campus team will continue to meet and work on goals, strategies, etc. to complete the 2023 - 2024 campus program plan. A draft copy will be shared with the Site Base Decision Making Team for review prior to submitting the document to the Sheldon ISD Board of Trustees for final approval. The campus team consists of classroom teachers, administrators, parents, business partners, and community members. The group meets at least four times throughout the school year to review academic progress toward meeting district goals. The list of committee members is attached to this document. Once the campus improvement plans are approved by the Sheldon ISD board of trustees, all documents will be translated into Spanish to accommodate the needs of our student population and community. The campus improvement plans and parent and family engagement policies are available on the district's website, in the foyer of the Ney Administration building, at the North Channel Library and Greensbrook Community Center.

Sheldon Elementary and Sheldon ISD Translation Procedure

Sheldon ISD and Sheldon Elementary values the support and feedback of our parents and community. To ensure that the community is well informed of campus information, communication is provided to all parents in both English and Spanish throughout the district. Sheldon ISD continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment to building a strong home-to-school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language.

Sheldon Elementary Parent and Family Engagement

Sheldon Elementary will offer at least two flexible parent and family engagement events throughout the 2023-2024 school year. We will also work with community and district partners to offer events outside our home campus.

Campus Targets: The 2023 STAAR data were used to determine the needs of the campus.

The campus will focus on increasing student growth and student achievement.

The campus will continue to focus on improving teaching and learning.

In an effort to produce continuous improvement across all grade levels and student demographic populations, the following priorities will be the primary focus areas that will drive our work for the 2023-2024 school year.

1a. Improve the approach of Tier I Instruction where teachers differentiate content, process, products, and/or the learning environment.

2a. Implement Best Practices district-wide and monitor and monthly classroom observations.

3a. Participated in Alignment Walks with district and campus leadership and curriculum coordinators.

4a. Support EL and special education students.

5a. Identify and implement evidence-based strategies to address the needs of EL students as it relates to language acquisition.

To produce continuous improvement across all grade levels and student demographic populations, the following priorities will continue to be the primary targets for our work for the 2023 - 2024 school year as we continue to implement best practices to close achievement gaps:

1. Student reading achievement continues to show significant numbers of students in 2nd and 3rd grades are not on grade level. We will impact this need by building a balanced literacy library, providing grade-level specific classroom libraries, hands-on materials for small group instruction, and professional development on best practices in developing student literacy. In addition, providing students with a school-wide program that gets the school and parents involved in reading will be needed. Amplify will be used for intervention and there will be a push for using the platform at home as well.
2. Student achievement in math and science is effectively impacted by hands-on manipulatives and small group instruction. We will continue to provide these materials to support struggling students in closing the achievement gaps included but not limited to those identified among sub-populations. I-Ready and STEM Scopes have assisted in the intervention process and will be needed to continue to see an increase in math and science.
3. In order to build a strong communication structure and home-school connections, we will adopt a campus-wide system that allows for multiple layers of communication among teachers, students, parents, and the campus.
4. The campus will conduct multiple family learning events that will focus on a variety of content and best practice topics to provide opportunities for parents to learn how to support their students' academic achievement. In these events, the campus will provide materials and resources that support parents' academic support at home, how to access grades and resources, and incentives to promote parent/student attendance and participation.
5. To continue to build college and career readiness among the students, students will continue to utilize AVID strategies that include organizational tools and strategies for the classroom. Professional development on best practices on AVID strategies for teachers will be provided to build capacity among the staff.
6. Provide tutorials for all students in Reading/Writing, Math, and Science during school, before school, and after school that targets content areas of concern and to increases student achievement.
7. Review district and state level safety audits to create a more safe and more secure environment for all staff and students.
8. Review yearly technology audit report to address the educational needs and functional task to support the campus. In an effort to introduce our students to the global learning community, we need to add more modern technology.
9. Sheldon Elementary needs staff training on how support a diverse group of students. Once the professional development has been conducted, the campus needs to implement instructional strategies that maintain the professional development of teachers and staff.

Demographics

Demographics Summary

Demographic Data

Sheldon Elementary serves students in grades 1 - 5 grade.

A. Student Enrollment

Year	Enrollment
2020	574
2021	577
2022	575
2023	600

B. Student Demographics by Ethnicity 2022-2023

Ethnicity	Campus
Hispanic-Latino	76.17%
Alaskan Native	0.17%
Asian	0.17%
African American	13.83%
Pacific Islander	00.0%
White	7.67
Two or More	2.00%

C. Student Longitudinal Demographics by Ethnicity

Ethnicity	2020-2021	2021-2022	2022-2023
Hispanic	81%	78%	76%
American Indian	0%	0%	0%
Asian	.17%	0.17%	0.17%
African American	9%	11.03%	14%
Native Hawaiian	0%	0%	0.17%
White	7.44%	7.83%	7.67%

Ethnicity	2020-2021	2021-2022	2022-2023
Two or More Races	2.08%	2.43%	2.00%

D. Student Demographics by Gender 2022-2023

Gender	Campus
Female	47%
Male	53%

E. Student Demographics by Special Populations 2022-2023

Special Population	Campus
Special Education	15%
Bilingual/ESL	47%
Gifted & Talented	7.33%
Economically Disadvantaged	86.33%

F. Staff Demographics by Ethnicity 2022-2023

Ethnicity	Campus	District	State
African American	9%	38%	10.8%
Hispanic	81%	28.6%	28.1%
White	7.44%	30.7%	57.7%
American Indian	0.00%	0.2%	0.3%
Asian	0.17%	1.0%	1.8%
Pacific Islander	0.0%	0.5%	0.2%
Two or More Races	2.08%	0.6%	1.1%

G. Staff Demographics by Gender 2022-2023

Gender	Campus	District	State
Male	13.6%	22.7%	23.8%
Female	86.4%	77.3%	76.2%

H. Staff Demographics by Average Years of Teaching Experience 2022-2023

Years of Experience Average	Campus	District	State
	6.6 Years	7.5 Years	11.2 Years

Based upon district data analysis and information on the STAAR preliminary assessment, the areas of need are identified and listed in priority order:

1. Economically Disadvantaged

2. Hispanic

3. African American

Demographics Strengths

Demographics Strengths

Demographic Data

A. Student Enrollment

- Families have stabilized in the area with home buying and enrollment which keeps the enrollment of the campus more consistent.

B. Student Demographics by Ethnicity 2022-2023 Strengths:

- The campus demographic is diverse The campus supports the high population of Hispanics with the hiring of Bilingual and ESL certified staff members.

C. Student Longitudinal Demographics by Ethnicity Strengths:

- The ethnicity groups such as Hispanic, African American, and White has maintained over the years

D. Student Demographics by Gender 2022-2023 Strengths:

- There is almost the same number of female and male students on campus and among the district.

E. Student Demographics by Special Populations 2022-2023 Strengths:

- The number of EL students has increased when compared to last school year.

F. Staff Demographics by Ethnicity 2022-2023 Strengths:

- There is a diverse staff. The number of the Hispanic population is proportional to the district and state.

G. Staff Demographics by Gender Strengths:

- There is an increase in the number of male staff members closing the gap.

H. Staff Demographics by Years of Experience 2022-2023

- The number of teachers with experience between 11-20 years is the same or about the same percentage of the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Sheldon Elementary needs staff training on how support a diverse group of students. Once the professional development has been conducted, the campus need to implement instructional strategies that maintain the professional development. **Root Cause:** The longitudinal demographics by ethnicity for Sheldon Elementary showed the Hispanic population maintained between 2022-2023. The Hispanic, White, and African American population have been the main ethnicity. The demographics show there are few American Indian, Asian, Native Hawaiian, and two or more races.

Problem Statement 2 (Prioritized): Sheldon elementary needs to provide diversity training for staff. There needs to be an increase in materials in Spanish to support the Dual Language program and develop bi-literate students. Our campus needs to continue to provide language support for parents for our Spanish speaking parents. **Root Cause:** The student demographics by ethnicity for the school year 2022-2023 revealed a high number of Hispanic, from dominant Spanish speaking households.

Student Achievement

Student Achievement Summary

Student Achievement Summary

2022 - 2023 Student Achievement for Sheldon Elementary														
District Assessments Growth Comparison for 2022 - 2023														
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
All Students														
Percent of Tests														
% at Approaches GL Standard or Above	70%	72%	69%	80%	0%			81%	68%	66%	69%	47%	75%	71%
% at Meets GL Standard or Above	46%	40%	45%	68%	0%			31%	44%	42%	44%	29%	29%	48%
% at Masters GL Standard	16%	11%	17%	26%	0%			0%	16%	14%	16%	12%	13%	18%
Number of Tests														
# at Approaches GL Standard or Above	560	75	420	52	0	0	0	13	506	241	490	66	18	398
# at Meets GL Standard or Above	364	42	273	44	0	0	0	5	325	155	315	41	7	269
# at Masters GL Standard	130	11	102	17	0	0	0	0	115	53	115	17	3	100
Total Tests	796	104	608	65	3	0	0	16	740	366	710	141	24	564
Reading														
Percent of Tests														
% at Approaches GL Standard or Above	69%	70%	67%	78%	0%			100%	66%	62%	67%	44%	64%	69%
% at Meets GL Standard or Above	42%	41%	39%	70%	0%			33%	40%	38%	41%	23%	27%	43%

2022 - 2023 Student Achievement for Sheldon Elementary														
% at Masters GL Standard	15%	11%	15%	22%	0%			0%	14%	14%	14%	8%	18%	17%
Number of Tests														
# at Approaches GL Standard or Above	231	31	173	21	0	0	0	6	208	95	201	27	7	166
# at Meets GL Standard or Above	141	18	102	19	0	0	0	2	127	58	122	14	3	105
# at Masters GL Standard	50	5	39	6	0	0	0	0	43	22	43	5	2	41
Total Tests	337	44	259	27	1	0	0	6	314	154	300	62	11	242
Mathematics														
Percent of Tests														
% at Approaches GL Standard or Above	70%	75%	68%	78%	0%			86%	68%	66%	69%	44%	82%	69%
% at Meets GL Standard or Above	50%	43%	50%	63%	0%			43%	47%	47%	48%	34%	27%	51%
% at Masters GL Standard	18%	11%	19%	26%	0%			0%	18%	16%	19%	16%	9%	19%
Number of Tests														
# at Approaches GL Standard or Above	238	33	178	21	0	0	0	6	216	102	208	27	9	168
# at Meets GL Standard or Above	169	19	130	17	0	0	0	3	149	72	144	21	3	124
# at Masters GL Standard	62	5	50	7	0	0	0	0	56	25	56	10	1	47
Total Tests	339	44	260	27	1	0	0	7	316	154	302	62	11	244
Science														
Percent of Tests														
% at Approaches GL Standard or Above	76%	69%	78%	91%	0%			33%	75%	76%	75%	71%	100%	82%
% at Meets GL Standard or Above	45%	31%	46%	73%	0%			0%	45%	43%	45%	35%	50%	51%

2022 - 2023 Student Achievement for Sheldon Elementary														
% at Masters GL Standard	15%	6%	15%	36%	0%			0%	15%	10%	15%	12%	0%	15%
Number of Tests														
# at Approaches GL Standard or Above	91	11	69	10	0	0	0	1	82	44	81	12	2	64
# at Meets GL Standard or Above	54	5	41	8	0	0	0	0	49	25	49	6	1	40
# at Masters GL Standard	18	1	13	4	0	0	0	0	16	6	16	2	0	12
Total Tests	120	16	89	11	1	0	0	3	110	58	108	17	2	78

Student Achievement Strengths

- Sheldon Elementary overall component score only decreased by 1 point and maintained the same letter grade, despite changes to the state assessment.
- In Reading, the number of economically disadvantaged students sub-population is proportional to the grade level passing rate.
- When looking at all test percentages, the number of students at Meets and Masters are in the double digits.
- When looking specifically at 5th grade science, 75% of the students met approaches grade level and almost 50% of students met meets grade level.
- Sheldon Elementary overall Math and Science had the highest component score among all Sheldon ISD elementary campuses.
- Our African American sub population is increasing met standard in Meets.
- Focusing on our Hispanic population (largest sub population), 420/608 total test met approaches grade level standard. This is almost 70% of test.
- Focusing on our White population (historical data performed low), 52/65 total test met approaches grade level standard. This is 80% of test, making significant gains.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In Reading, Special Education and males are performing lower than all other sub populations. **Root Cause:** There is a need for Special Education students to have an increase in foundation instruction. The level of rigor of the initial Tier 1 instruction has been low(remember and recall) based on Blooms Taxonomy. Additional intervention groups that focus on reteaching skills will assist in closing the gap. Training on collaborative teaching will help teachers build capacity among Special Ed students.

Problem Statement 2 (Prioritized): In 5th Grade Science, the number of African American students meeting masters in is below all student performance. The number of African American students passing at the Masters level is only 6%. **Root Cause:** There is a need for target instruction and to a focus on the African American subgroup during intervention time as well as all students.

Problem Statement 3 (Prioritized): In Reading and Math, the special education population average is below the state average for meets grade level and masters grade level. **Root Cause:** There is a need for additional intervention, targeted IEP goals and time that address the needs of our special education population.

School Culture and Climate

School Culture and Climate Summary

A survey was presented to the staff in December 2022. The data from the survey is below:

- 90% of the staff are motivated and feel encouraged by their supervisor.
- 86% of the staff enjoys attending work everyday.
- 90% of the staff feels appreciated by campus administration.
- 40% of the staff feel they do not have work/life balance.

The campus leadership team established goals and expectations that drive our work to meet the needs of all students. Our core values remain constant in an ever-changing world. They provide the foundation for our work and influence how we conduct ourselves and engage with others.

•ALL students can and will learn
•Respect and embrace our diverse community
•Nurture positive relationships
•Provide a safe and orderly environment
•Make data-driven decisions
•Ensure ethical behavior

School Culture and Climate Strengths

School Culture and Climate Strengths:

Sheldon Elementary values the support and feedback of our parents and community. To ensure that the community is well informed of campus information, communication is provided to all parents in both English and Spanish throughout the district. Sheldon Elementary continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment towards building a strong home-to-school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In an effort to increase student academic achievement through strategies such as improving teacher quality and increasing the number of highly effective teachers in the classroom; Sheldon Elementary will recruit, develop, and retain highly effective personnel at all levels. The campus is committed to providing the following initiatives to support the development of highly effective instructional staff:

1. Focus on Best Practices Framework

2. Strong mentor program for 1st and 2nd-year teachers

3. On-going professional development

4. Staff rewards, incentives, and recognition's

5. Continuation of Professional Learning Communities (PLCs) and implementation of Solutions Tree PLC Model from July 2022 conference.

6. Focus on technology integration within the classroom

7. Vertically aligned curriculum to support the delivery of effective instruction

8. Provide coverage for teachers to attend ongoing professional development through "POWER-UPS" facilitated by district coordinators.

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

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

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

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

Staff Quality, Recruitment, and Retention Strengths

Sheldon Elementary mentors new teachers each year to provide instructional support.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Some new teachers to the field and new teachers to the district struggle with classroom management and understanding the instructional expectations/non-negotiable of the district curriculum. **Root Cause:** New teachers attend mentor meetings and are expected to go back and implement what they were trained in. All teachers attend Power Ups to build capacity in the content and address instructional concerns.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In an effort to increase student academic achievement through strategies such as improving teacher capacity and increasing the number of highly effective teachers in the classroom; Sheldon Elementary will recruit, develop, and retain highly effective teachers. The campus is committed to providing the following initiatives to support the development of highly effective instructional staff:

1. Focus on Best Practices Framework

2. Strong mentor program for 1st and 2nd-year teachers

3. On-going professional development

4. Administrators and Campus Instructional Specialists to support the teaching and learning process

5. Staff rewards, incentives, and recognition

6. Continuation of Professional Learning Communities (PLCs)

7. Focus on technology integration within the classroom

8. Provide ongoing professional development through "POWER-UPS" facilitated by district coordinators.

Curriculum, Instruction, and Assessment Strengths

Sheldon ISD provides the campus with the vertically aligned Sheldon Curriculum (Sheldon Shield) including a scope and sequence for teachers to follow in all four core subject areas. Campus Instructional Specialist and selected classroom teachers worked with district personnel to help develop this curriculum. Teachers are provided with the opportunity to attend Power Ups during contracted hours to help get a better understanding of the curriculum to implement in the classroom.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

One of the primary goals of Sheldon Elementary is to promote parental and community involvement to support student achievement. In order to achieve this goal, parents must become involved as partners in the education of their students and the community as a whole must support education efforts.

- Parents will continually be encouraged to become active participants in the educational process.
- The faculty/staff of Sheldon Elementary will hold parent meetings and host family events to promote a positive partnership.
- A volunteer program, PAWS (Parents Assisting With Students), and the PTO are also established for parent involvement opportunities.
- Sheldon Elementary will work closely with the district Family Engagement Coordinator to increase parent partnership.

Parent and Community Engagement Strengths

Sheldon Elementary strives to maintain a high level of parental support. The PTO has been active in fundraising activities that provide additional resources for the school. Parents and community members participate on the Campus Improvement Team (SBDMC) and District-Wide Instructional Improvement Council (DWIIC). The goal of the SBDMC which consists of all stakeholders including parents and community members, is to create a plan of action to offer workshops and training to guide parents as they participate in their child's education. We will also use their input to revise the survey for the upcoming school year. The following conclusions were generated:

Areas of Concern:

- Parents would like more information and clarification regarding State assessments and how to understand the results.
- Parents want to know how to help their child(ren) with their homework to improve their academic performance.

Additionally, annual surveys are conducted to measure parent/community perception of the effectiveness of instruction and Title I programs and the overall campus. The Hispanic Heritage Event, Black History Program, Fall Festival, AVID and the Academic STEM Parent Night were successes in the school year. Both parent sessions were conducted virtually.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There are not enough parents involved in campus committees and PTO at Sheldon Elementary. **Root Cause:** There could be a language barrier among the families and schools that hinder parents from being involved on campus.

Problem Statement 2 (Prioritized): Sheldon Elementary conducted several family events during the school year. There was a good turnout in the number of parents and students who were involved, but there were some families who expressed they could not make it due to work schedules. **Root Cause:** Sheldon Elementary needs to provide flexible time and opportunity for parents to participate in events virtually and face-to-face.

School Context and Organization

School Context and Organization Summary

Technology

Technology Summary

Based on the 2023 summer inventory check, the campus has an adequate collection of technology equipment. However, in an effort to introduce our students to the global learning community, we need to add more modern technology. Our goal for the year includes proposals for additional Chromebook carts to house the devices and the requisite training for teachers and students. We will continue to design projects that utilize BYOD skills. Teachers utilize various resources to assist them in classroom lesson planning. Teachers have been provided with computers for the classroom. The goal is to have one-to-one technology among students. Campus surveys indicate student time and exposure to new technology programs such as flip grid, etc, and not just google classroom to get students engaged in the learning. First grade students and teachers expressed a need for iPads as students transition to 1st grade from Kindergarten, rather than using Chromebooks.

Technology Strengths

- Clicker student response system
- The school is close to being a one-to-one device campus
- Each classroom has video cameras for video conferences
- Each classroom has a project and Elmo for classroom instruction.
- Each special education teacher has an interactive board to provide instruction.
- All students cycle through the computer lab weekly

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

Problem Statement 1: Sheldon Elementary needs staff training on how support a diverse group of students. Once the professional development has been conducted, the campus need to implement instructional strategies that maintain the professional development.

Root Cause 1: The longitudinal demographics by ethnicity for Sheldon Elementary showed the Hispanic population maintained between 2022-2023. The Hispanic, White, and African American population have been the main ethnicity. The demographics show there are few American Indian, Asian, Native Hawaiian, and two or more races.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Sheldon elementary needs to provide diversity training for staff. There needs to be an increase in materials in Spanish to support the Dual Language program and develop bi-literate students. Our campus needs to continue to provide language support for parents for our Spanish speaking parents.

Root Cause 2: The student demographics by ethnicity for the school year 2022-2023 revealed a high number of Hispanic, from dominant Spanish speaking households.

Problem Statement 2 Areas: Demographics

Problem Statement 3: In Reading, Special Education and males are performing lower than all other sub populations.

Root Cause 3: There is a need for Special Education students to have an increase in foundation instruction. The level of rigor of the initial Tier 1 instruction has been low(remember and recall) based on Blooms Taxonomy. Additional intervention groups that focus on reteaching skills will assist in closing the gap. Training on collaborative teaching will help teachers build capacity among Special Ed students.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: In 5th Grade Science, the number of African American students meeting masters in is below all student performance. The number of African American students passing at the Masters level is only 6%.

Root Cause 4: There is a need for target instruction and to a focus on the African American subgroup during intervention time as well as all students.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: In Reading and Math, the special education population average is below the state average for meets grade level and masters grade level.

Root Cause 5: There is a need for additional intervention, targeted IEP goals and time that address the needs of our special education population.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Some new teachers to the field and new teachers to the district struggle with classroom management and understanding the instructional expectations/non-negotiable of the district curriculum.

Root Cause 6: New teachers attend mentor meetings and are expected to go back and implement what they were trained in. All teachers attend Power Ups to build capacity in the content and address instructional concerns.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Sheldon Elementary needs to provide teachers with a way to build foundational skills, while teaching Tier 1 instruction for core content areas.

Root Cause 7: The teachers do not know how to navigate the curriculum that allows for teachers to determine what to implement that will meet the needs of the students. Teachers sometimes get behind on the scope and sequence because they are trying to provide interventions at the same time as teaching grade level curriculum.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: There are not enough parents involved in campus committees and PTO at Sheldon Elementary.

Root Cause 8: There could be a language barrier among the families and schools that hinder parents from being involved on campus.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Sheldon Elementary conducted several family events during the school year. There was a good turnout in the number of parents and students who were involved, but there were some families who expressed they could not make it due to work schedules.

Root Cause 9: Sheldon Elementary needs to provide flexible time and opportunity for parents to participate in events virtually and face-to-face.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Sheldon Elementary needs training on how to best utilize educational technology that allows students to think critically.

Root Cause 10: There needs to be professional development that allows teachers to work collaboratively with other teachers on how to implement technology in the classroom. We also need to make sure we have devices that meets the needs of our students based on their age and if it is developmentally appropriate.

Problem Statement 10 Areas: Technology

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

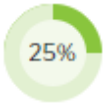
Goals

Goal 1: Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus to meet the needs and maximize learning for all students.

Performance Goal: By July 2024, Sheldon Elementary will increase overall STAAR component score from 42 to 48 by increasing the number of students who achieve meets and masters.

Performance Objective 1: By July 2024, STAAR component for Reading all grades 3-5 will increase from 47 to at least 50.

-By July 2024, student performance on STAAR 3rd - 5th-grade STAAR Reading scores will increase from 71% to 76% at the Approaches.
-By July 2024, student performance on STAAR 3rd - 5th-grade STAAR Reading scores will increase from 44% to 45% in the Meets Grade Level.
-By July 2024, student performance on STAAR 3rd - 5th-grade STAAR Reading will increase from 26% to 29% in the Masters.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student data binders, and setting goals with students after each local assessment to monitor student academic growth by grade level and sub pops. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher AVID/Data Binders Running Records Lesson Plans Teacher Observations Coaching Cycles MClass/IDEL **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Amplify Reading - 199-General funds - $100, Spanish Resources - 211-Title I - $7,000, STAAR Prep Resources - 199-General funds - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Facilitate the implementation and fidelity of the utilization of best reading practice through power planning sessions, professional development on enriched and accelerated curriculum, data analysis, Professional Learning Communities, modeling of Guided Reading, coaching rounds for all teachers, and AVID WICOR instructional strategies in 1st - 5th grade to support all students in meeting the challenging State academic standards. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher AVID/ Data Binders Running Records Lesson Plans Observations Coaching Cycles MClass/IDEL **Staff Responsible for Monitoring:** Teachers District ELAR Coordinator Administrators Reading Instructional Specialist **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Tiger Time (Accelerated Learning Period) to provide accelerated instruction for at risk students on reading skills, accelerated learning, and after school tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, and White population, etc.) and individual students. (August 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Formative Assessments Rubrics and Checklists Student Data Binders Teacher AVID Binders Running Records Lesson Plans Observations Coaching Cycles DIBELS **Staff Responsible for Monitoring:** Administrators Reading Instructional Specialist Reading Interventionists Teachers will provide tutorials and intervention **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math	30%	50%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide teachers with monthly RtI meetings to discuss student performance and those at risk of not meeting State academic standards, track student progress and determine instructional needs. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** RtI paperwork Progress Measure Form Teacher data tracking binder **Staff Responsible for Monitoring:** Reading Interventionist Administrators Teachers monitor student data **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math	30%	75%	85%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement and Facilitate camp prior to STAAR to enrich and remediate students on Reading skills for grades 3-5. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher AVID/Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers create CAMP schedule ELA Instructional Specialist Grade Level Team Leader **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide reading universal screener for students in 1st - 5th grade to give targeted, individualized support for each student, including those identified as at-risk and those who need higher level enrichment in Reading. We will monitor and assess student performance monthly. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments MClass Assessment Rubrics and Checklists Student Data Binders Teacher Data Binders **Staff Responsible for Monitoring:** Teachers Reading Instructional Specialist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The campus will offer a transition program to assist preschool children in the transition from early childhood education programs to 1st grade and students leaving 5th grade going to 6th grade. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Student attendance in the program and their level of participation. **Staff Responsible for Monitoring:** Counselor, assistant principal, and principal **TEA Priorities:** Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus to meet the needs and maximize learning for all students.

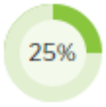
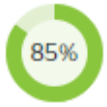
Performance Goal: By July 2024, Sheldon Elementary will increase overall STAAR component score from 42 to 48 by increasing the number of students who achieve meets and masters.

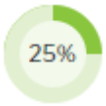
Performance Objective 2: A. By May 2024, student performance at the end of the year 1st grade Math assessments, the students will increase from 85% to 88%.
By May 2024, student performance at the end of the year 2nd grade Math assessment, the students will increase from 30% to 50%.

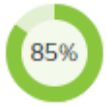
By June 2024, The STAAR component scores for all students taking the STAAR Math (3-5) will increase from 40 to 45.
-By June 2024, student performance on STAAR 3rd - 5th-grade STAAR Math scores will increase from 68% to 73% at the Approaches.
-By June 2024, student performance on STAAR 3rd - 5th-grade STAAR Math scores will increase from 37% to 38% in the Meets Grade Level.
-By June 2024, student performance on STAAR 3rd - 5th-grade STAAR Math will increase from 16% to 27% in the Masters.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Facilitate the implementation and fidelity of the utilization of Math District Curriculum through power planning sessions at the campus and district levels, data analysis, PLCs, modeling of Guided Math, coaching rounds, AVID (1st - 5th grade) strategies, WICOR instructional strategies, math word walls, and inquiry based learning to support all students in meeting the challenging State academic standards. (August 2023, October 2023, November 2023, December 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Rubrics and Checklists Student Data Binders Teacher AVID/Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers will monitor student data Math Instructional Specialists Administrators **Title I:** 2.4 **Funding Sources:** STAAR Prep Resources - 199-General funds - $500, Reasoning Minds Resource - 211-Title I - $7,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide job embedded professional development through the utilization of district and campus instructional specialist, campus interventionist, district math coordinator through power planning guidance, and modeling and providing teacher feedback on Guided Math. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Campus-Base Assessments Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** District Math Coordinator Math Instructional Specialists Math Interventionist Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Tiger Time to provide interventions, enrichment and accelerated instruction for at risk students on math skills, accelerated learning, and after school tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, and White population, etc) and individual students. (August 2023, October 2023, January 2024, March 2024, April 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Common Assessments Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Administrators Teachers will implement intervention Math Instructional Coaches Math Interventionists **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student data binders, and setting goals with students after each local assessment to monitor student academic growth by grade level and sub pops. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Formative Assessments I-Ready Rubrics and Checklists Student Data Binders Teacher AVID Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers will monitor student data Math Instructional Coaches Math Interventionist Administrators				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize technology to increase student engagement, reinforce previously learned skills, and to promote research/project based learning through STEM Lab, Computer Lab and classroom Tier 1 Instruction. (August 2023, October 2023, January 2024, March 2024, April 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Common Assessments Rubrics and Checklists Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Math & STEM Lab teachers will utilize the classroom technology Math Instructional Specialist Administrators				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Facilitate and implement grade level (3-5) camp prior to STAAR to enrich and remediate students on Math TEKS. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers create CAMP schedule Math Instructional Coach	10%	60%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus to meet the needs and maximize learning for all students.

Performance Goal: By July 2024, Sheldon Elementary will increase overall STAAR component score from 42 to 48 by increasing the number of students who achieve meets and masters.

Performance Objective 3: By July 2024, the component score for all students taking the STAAR 5th Science will increase from 31 to 48.

By July 2024, student performance on STAAR 5th grade STAAR Science scores will increase from 57% to 70% at the Approaches.
By July 2024, student performance on STAAR 5th grade STAAR Science scores will increase from 25% to 45% in the Meets Grade Level.
By July 2024, student performance on STAAR 5th grade STAAR Science will increase from 11% to 28% in the Masters.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All students in grades 1-5 will utilize the Science Lab to participate in hands-on, inquiry based lessons and activities. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teacher will follow schedule provided. District Science Specialist and Math Instructional Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement Science Power Words during daily announcements, anchor charts, and word walls to increase science vocabulary. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Science Instructional Specialist Administrator	30%	65%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Hold camp prior to STAAR to enrich and remediate students in Grade 5 on science skills. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers create CAMP schedule Science Instructional Specialist	20%	60%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide hands-on and inquiry based 5E lessons to actively engage students in science content in classrooms and in the science lab. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers lesson plans Math Instructional Coach	25%	60%	85%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continuous monitoring of data by utilizing the progress monitoring form, quarterly data talks with students and staff, the implementation of student data binders, and setting goals with students after each assessment. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Administrators Teachers track student data Science Instructional Specialist Interventionists	30%	60%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus to meet the needs and maximize learning for all students.

Performance Goal: By July 2024, Sheldon Elementary will increase overall STAAR component score from 42 to 48 by increasing the number of students who achieve meets and masters.

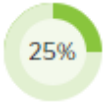
Performance Objective 4: Sheldon Elementary will prepare and provide awareness of opportunities for postsecondary education (college) and the workforce (career), which may include career and technical education programs through the implementation of AVID strategies with 100% for all grade levels.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate with secondary counselors to organize and implement fifth grader transition visit to middle school campuses. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Students and parents will be aware of the variety of learning opportunities available to them at the middle school and registered for classes. **Staff Responsible for Monitoring:** Counselor Teachers	25%	40%	80%	100%

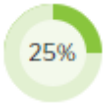
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Collaborate with early childhood campus to organize and develop strategies for assisting preschool children in the transition from early childhood education programs to Sheldon Elementary. (May 2024) **Strategy's Expected Result/Impact:** Students and parents will be provided with all pertinent information. **Staff Responsible for Monitoring:** Counselor Teachers	20%	55%	85%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Sheldon Elementary will implement an AVID college and career culture by displaying college pennants, highlighting careers and colleges and conducting College Week to provide activities/awareness events. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Student survey **Staff Responsible for Monitoring:** Counselor Teacher Administrators	25%	50%	70%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: College Day - students and staff wear college shirts of their choice once per week. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Monthly calendar, student survey **Staff Responsible for Monitoring:** Counselor Administrators				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Offer a variety of clubs to enrich academics; such as: Honor Choir, Art Club, Robotics, Student Council, etc. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Parent Programs, Events and Competition **Staff Responsible for Monitoring:** Classroom Teacher sponsors				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Train staff in the adoption of AVID WICOR strategies in grades 1st - 5th monthly and monitor implementation of these strategies in lesson plans and classroom instruction. (August 2023, October 2023, November 2023, December 2023, January 2024, March 2024, April 2024, May 2024) **Strategy's Expected Result/Impact:** Reading STAAR Results, Student Progress Measure Form **Staff Responsible for Monitoring:** 1st - 5th Grade Teachers AVID Site Team				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Utilize the AVID organizational tools with students in 1st -5th grades. (August 2023, October 2023, November 2023, December 2023, January 2024, March 2024, April 2024, May 2024) **Strategy's Expected Result/Impact:** Student Binders, Teacher AVID Binders, Student Planners and Student goals **Staff Responsible for Monitoring:** 1st - 5th Grade Teachers AVID Campus Coordinator AVID Site Team **Funding Sources:** - 211-Title I - Supplies - $1,500				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Attend Summer AVID Summer Conference to improve on instructional strategies, organizational skills, and prepare students for college and career readiness. (July 2023 , August 2023, October 2023, January 2024, March 2024, May 2024, June 2024, July 2024) **Strategy's Expected Result/Impact:** Prepare students for College and Career Readiness. Improve on student preparation for college. **Staff Responsible for Monitoring:** 1st - 5th Grade Teachers AVID Campus Coordinator AVID Site Team **Funding Sources:** - 199-State Comp. Ed. - $10,000	15%	55%	80%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Offer an After School program that provides academic assistance for at-risk students as well as enrichment and acceleration activities aligned to the performing and visual arts that promote the well rounded learner by connecting learning in the arts to the learning in the core subject classrooms. (August 2023, October 2023, January 2024, February 2024, March 2024, April 2024, May 2024) **Strategy's Expected Result/Impact:** Student attendance in the After School Program Student participation in intervention programs Parent participation in parent workshops Student participation in programming such as karate, dance, etc. **Staff Responsible for Monitoring:** After school Program Site Coordinator Administrators After School Project Director Executive Director of Federal Programs and Grants **Funding Sources:** Activities to support literacy and numeracy - $500	20%	60%	90%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Offer an After School Program that will provide academic assistance in reading, mathematics, science, social studies and college and career readiness. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Student attendance in the After School Program Student participation in intervention programs Parent participation in parent workshops **Staff Responsible for Monitoring:** After School Program Site Coordinator Administrators After School Program Project Director Executive Director of Federal Programs and Grants **Funding Sources:** Activities to support literacy and numeracy - $2,000	25%	65%	90%	

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: Support teachers in their attainment of proficiency as defined by the T-TESS instrument.

Performance Objective 1: By June 2023, one hundred percent (100%) of campus classrooms will continue to be taught by highly effective teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Track Teacher/Staff participation in professional development opportunities. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Eduphoria, Certificates of completion, **Staff Responsible for Monitoring:** Administration	25%	60%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Communicate with all identified teachers to share the state testing schedule and provide support activities along with Staff Development opportunities by providing training to teachers that relates to understanding the TEKS for effective teaching and learning. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Meeting documentation, Campus having 100% of teachers meet HQ standards **Staff Responsible for Monitoring:** Administrators Instructional Coaches	30%	70%	85%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Notification letters to parents of students who are in classes with personnel who are not HQ. (August 2023, October 2023, January 2024, February 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Documentation of letter and date sent, HQ list from district personnel services, **Staff Responsible for Monitoring:** Administration Personnel Services	25%	70%	85%	100%

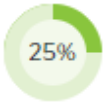
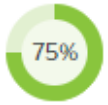
 No Progress  Accomplished  Continue/Modify  Discontinue

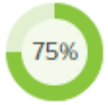
Goal 2: Sheldon Elementary will attract, develop and retain highly effective staff.

Performance Goal: Support teachers in their attainment of proficiency as defined by the T-TESS instrument.

Performance Objective 2: By June 2024, all core content teachers will attend at least one professional development (campus, district, region or state) per semester to help them achieve to improve instruction and use of data from academic assessments, and to achieve at least proficient in each domain of the T-TESS instrument. (August 2023, October 2023, January 2024, March 2024, May 2024)

Evaluation Data Sources: T-TESS Instrument

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide each new teacher (any teacher with less than two years of experience) with a campus-based mentor, staff development, observation time, and coaching. We will also provide all new to Sheldon Elementary teachers with a support teacher. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Classroom walk-through data, T-Tess documentation **Staff Responsible for Monitoring:** Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training for all teachers on school-based mental health programs, specialized instructional support services, mentoring services, the RtI process, STAAR strategies, technology, team building, building positive relationships, PBIS, and Special Ed. (August 2023, October 2023, January 2024, March 2024, April 2024, May 2024, June 2024) **Strategy's Expected Result/Impact:** Appropriate RTI referrals to HELP team, staff development agendas and sign in sheets, STAR Chart, Teacher survey **Staff Responsible for Monitoring:** Administrators School Counselor Instructional Coaches Campus District personnel.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide in-district training for the after school program staff on needs and requirements of the program as well as training on the following topics: Dual Language, Project Base Learning, Classroom Management, Time Management, Working with Difficult Students, Communicating with Parents, and the Delivery of the Instructional Lesson Plans in all four content areas. Other training will be mandatory such as sexual harassment, bullying, Pest control and other training resources as required or deemed necessary. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Classroom observations and student engagement **Staff Responsible for Monitoring:** After School Site Coordinator Instructional Coaches Administrator	20%	60%	85%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide specific training for the After School Program Site Coordinator by attending local, state and national conferences, in-district training and other training resources as required or deemed necessary. (August 2023, October 2023, January 2024, February 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Principal walk-throughs and reports on student and parent participation **Staff Responsible for Monitoring:** After School Site Coordinator Administrator Project Director **Funding Sources:** Training's, workshops, conferences, etc. - $1,500	30%	50%	85%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize district liaison to monitor and support the Academic infrastructure of the After School Program. (August 2023, October 2023, January 2024, February 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** * Student Performance as it relates to report card grades and District Assessments, MOCK and Interim Assessments. * Attendance **Staff Responsible for Monitoring:** Administrator After School Program Site Coordinator After School Program Project Director **Funding Sources:** Instructional Materials - $5,000	30%	55%	70%	→

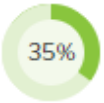
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

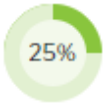
Goal 3: Sheldon Elementary will promote parent/community engagement.

Performance Goal: Increase parental involvement across the district.

Performance Objective 1: By June 2023, Sheldon Elementary will offer a minimum of 3 parent/community activities per semester. (August 2023, October 2023, January 2024, February 2024, March 2024, May 2024)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Keep lines of communication open between school and parents (i.e., newsletter, report cards, parent conferences, letters, surveys, marquee, parent compacts, Class Dojo, school web page, campus Facebook & Twitter, AVID binders, Tuesday Folders, agenda books, Safe Dismissal) in both English and Spanish. To continue our commitment to building a home-to-school partnership, if our campus data indicates 25 or more students enrolled with a home language other than English or Spanish, we will provide communication in that language. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Parent survey Student survey **Staff Responsible for Monitoring:** Teachers communication to parents Administration **Title I:** 4.1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for parents to participate in school activities. A flexible schedule will be provided to parents for parent engagement activities. Activities will be offered in the a.m. and p.m. on various days of the week to meet the needs of the parents/families. (i.e., Math and Science night, SDMC Committee, LPAC, ARD, Literacy Nights, PTO, Field Day, Book-fair, Mommy and Me Luncheon, Daddy and Daughter Dance, Parent Orientation, Chaperons).(August 2023, October 2023, January 2024, February 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Sign in sheets from events, **Staff Responsible for Monitoring:** Administrators SDMC representative Counselor Librarian **Title I:** 4.2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and keep parents informed in English and Spanish regarding student progress and after school issues and print copies of after school activities, and daily forms in the after school program (Tiger U). (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Artifacts, parent survey, Activity Sponsor **Staff Responsible for Monitoring:** After school staff and coordinator **Title I:** 4.1 **Funding Sources:** Office, teaching and art supplies, copier supplies for coordinators office - 265-21st Century After-School Program (Cycle 12) - $1,494.88				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Sheldon Elementary will ensure a safe and positive environment.

Performance Goal:
1. To implement and maintain the Multi-Hazard Emergency Operations Plan (MHEOP).
2. To maintain and meet standards of the SISD building audits district-wide.
3. To develop and maintain a campus safety committee that is in line with the requirements for the State of Texas.

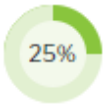
Performance Objective 1: Sheldon Elementary will be in 100% compliance with processes and procedures to pass all checkpoints and annual safety audit.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement crisis management plan which includes monthly safety drills. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024) **Strategy's Expected Result/Impact:** Log of drills in Navigate 360 **Staff Responsible for Monitoring:** Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide safety training and updates to staff at a minimum monthly during faculty meetings. (ie. safe school online). (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Agendas, sign in sheets, logs of drill practices **Staff Responsible for Monitoring:** Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide student instruction to promote safety, social emotional learning, and protect against violence and bullying. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Lesson plans, Student discipline, Minor Incident Report, Referrals **Staff Responsible for Monitoring:** Counselor Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide student awards each nine weeks. (Honor Roll, House Points, Character Cafe, etc.) (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Award lists for each specific award **Staff Responsible for Monitoring:** Administrators Counselor Teachers				

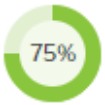
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement campus the HOUSE system that will contribute to Positive Behavior Intervention and Supports (PBIS) that provides expectations and incentives such as Points system that encourages students to do well in school. The incentives include a Extreme Recess for House Winners every 6-weeks, House trophy, student friendly prizes/games and end of the year HOUSE party with the HOUSE that has the most points. (August 2023, October 2023, January 2024, March 2024, May 2024) **Strategy's Expected Result/Impact:** Discipline Records and student survey **Staff Responsible for Monitoring:** Administrators Counselor Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Sheldon Elementary will provide financial accountability.

Performance Goal: Support teachers and staff financially that will assist in increasing student performance in Reading Math and Science on STAAR.

Performance Objective 1: By March 2024, 80% of campus budget will be spent to address the needs of the students and aligned to the campus goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Every month my secretary will provide an updated budget report for review to determine funding throughout the year. (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:** Budget report **Staff Responsible for Monitoring:** School Secretary Administrator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

Title I Personnel

Name	Position	Program	FTE
A. Trevizo	Campus Reading Instructional Specialist		
F. Zuniga	Campus Instructional Aide		
J. Reed	Campus Math Instructional Specialist		
L. Cantu	Campus Math Instructional Specialist		

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Amplify Reading		$100.00
1	1	1	STAAR Prep Resources		$500.00
1	2	1	STAAR Prep Resources		$500.00
				Sub-Total	$1,100.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	8			$10,000.00
				Sub-Total	$10,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Spanish Resources		$7,000.00
1	2	1	Reasoning Minds Resource		$7,000.00
1	4	7		Supplies	$1,500.00
				Sub-Total	$15,500.00

265-21st Century After-School Program (Cycle 12)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Office, teaching and art supplies, copier supplies for coordinators office		$1,494.88
				Sub-Total	$1,494.88