Sheldon Independent School District

District Improvement Plan

2023-2024

Accountability Rating: Not Rated

Mission Statement

Sheldon Independent School District will provide personalized learning opportunities to ensure all students graduate college and career ready.

Vision

Sheldon ISD aspires to be a premier district recognized for educational excellence which empowers all students to be college and career ready in a changing world.

Value Statement

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

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Goal 1: SISD will maximize student learning for All. Overall Accountability Goal: By June 2024, SISD will increase its component score from 36 to 41 by increasing the percentage of students who score at the approaches level 5 points, the meets level by 5 points and master level by 6 points. 24
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Comprehensive Needs Assessment

Revised/Approved: October 17, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Sheldon ISD facilitated a face-to-face meeting to accommodate the instructional needs of all students. The academic team worked collaboratively to create a plan to evaluate student performance using data from the district-created assessments, Interim assessments, and state assessments to gauge students' overall performance. These data elements were also used to complete the district's program evaluation and conduct the comprehensive needs assessment, which led to the development of the district improvement plan. The district academic team worked through the planning process beginning on May 8, 2023, May 22, 2023, and June 7, 2023. The program evaluation and needs assessment processes were conducted with the leadership team members listed below in conjunction with the district curriculum coordinators, who were instrumental in collecting and analyzing the necessary data to drive the decision-making process beginning on May 22, 2023. Agendas, sign-in sheets, and minutes were maintained for each meeting to complete the process steps. Final copies of the district program evaluation are posted in the leadership Google Drive for district leaders to review for future decision-making. The District Wide Instructional Improvement Council convened in September 2023 to review and approve the District Improvement Plan.

2023 - 2034 DWIIC

Dr. Rachelle Ysquierdo, Director of Teaching and Learning	Dr. Donald Stewart, Assistant Superintendent of Teaching and Learning
Dr. Brenda Dearmon, Assistant Superintendent of Administrative Services	Karen Gallow, Deputy Superintendent of Academics
Tacarra Williams, Director of Federal Programs	Juan Duenas, Assistant Superintendent of Educational Services
Lorin Qualls	Megan Scoppa
Hillary Kern, Interventionist Carroll Elementary	Kelli Putman, Interventionist
Mesha Weston	Missie Kimble
Shaquanda Taylor	Lisa Taylor
Jason Bustillos	Lisa Sprehe, Interventionist Sheldon Elementary
Koleen Reynolds	Roberto Gonzalez, Principal Null Middle School
Joel Leal, Principal of Early Childhood Academy	Jana Rolling, Principal Sheldon Elementary
Shelia Posada, Assistant Principal Sheldon Lake Elementary	Brooke Douget, Executive Director of Special Education
Suzanne Caballero, Director of Multilingual	Rebecca Joseph, Director of Curriculum and Instruction
Tamika Bartley, District Coordinator of Curriculum and Instruction	Shannon Jackson, Coordinator of Curriculum and Instruction

On June 8, 2023, at the District-Wide Instructional Improvement Council (DWIIC) meeting, the team discussed the ESSA application and how the Title I, II, III, and IV funds will be used for the 2023 - 2024 school year. The District Improvement Plan (DIP) for 2023 - 2024 was discussed as the district is waiting on the data from the interim assessments to complete the process of revising goals and expectations. The Title funds will be used to support instruction. Title IV funds will be used especially to support well-rounded instruction such as the fine arts department, physical education, STEM, etc. Title IV funds will also support technology professional development and activities supporting safe and secure

schools. The team also agreed to use Title IV funds to provide a Student Wellness Interventionist to support the two middle schools and KASE Academy. The minutes from the meeting include a detailed list of the use of all Title funds that will positively impact students' academic, social, and emotional needs. Revisions of the Parent & Family Engagement Policy were led by Dr. Brenda Dearmon (Executive Director of Federal Programs & Grants), and Fallon Armstrong supported the facilitation of the District Parent Advisory Committee. The parent team reviewed the results of the district parent survey and presented them to the DWIIC team. The team accepted and approved the policy for the 2023-2024 school year. During the meeting, the District-Wide Instructional Improvement Council also approved the development of the comprehensive needs assessment. Administrators, teachers, paraprofessionals, and parents participated in this process. The members of the council that participated are listed below:

Name/Position	Name/Position
Dr. Brenda Dearmon/Executive Director of Federal Programs & Grants (Chairperson)	Theresa Nauling/Federal Programs Manager/Parent Support-District
Rachelle Ysquierdo - Director of Teaching and Learning	Dr. Donald Stewart - Assistant Superintendent of Teaching and Learning
Karen Gallow - Deputy Superintendent	Jesus Altamirano - Principal
Solaria Benavides - Principal	Joy Blackey - Vendor
Brook Douget - Central Office	Cheri Dixon - Principal
Diana Samano - Granados - Parent	Roberto Gonazales- Principal
Aryssa Green - Teacher	Jacqueline Herrera
Lisa King - Parent	Missie Kimble - Teacher
Joel Leal - Principal	Christian Montes - Parents
Tamara Morgan - Assistant Principal	Dr. Denise Mustin - Central Office
Jana Rolling - Principal	Ashley Sampson - Principal
Jessica Stewart - Parent	Lori Stidhum - Parent
Lieutenant Thurman - Constable	Darrell White - Business Partner
Tacarra Williams - Principal	Dr. Raffat Saeed - Principal

The Executive Director of Federal Programs and Grants shared the ESSA consolidated grant application allocations for the 2023-2024 school year as it relates to Title I, II, III, and IV. It was shared with the district leadership team on May 22, 2023 and with the DWIIC team on June 8, 2023, to allow input and feedback on the use of funds. A public notice was facilitated on June 20, 2023 during a regular school board meeting. There was also an opportunity for input from parents and community members during a scheduled public forum that included consultation with private non-profit entities on May 23, 2023. During the DWIIC meeting, the use of ESSER funds, the safe start to school and the continuity of service plans were reviewed and revised based on the ESSER guidelines. The final plans were shared at a regular school board meeting, on June 20, 2023, and posted on the district's website.

The district team will continue to meet and work on goals, strategies, etc. to complete the 2023 - 2024 district improvement plan. A draft copy will be shared with the principals and the District-Wide Instructional Improvement Council (DWIIC) for review prior to submitting the document to the Sheldon ISD Board of Trustees for final approval. The DWIIC consists of classroom teachers, administrators, parents, business partners, and community members. The group meets 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 district and 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 district/campus improvement plans and parent and family engagement policies are available on the district's website, in the foyer of the Ney Administration building, and at the North Channel Library.

District Targets for the 2023 - 2024 school year:

The 2023 state results have not been released. The 2022 interim assessment data were used to determine the needs of the district.

Campus	2021	2022
Sheldon ISD	C	B
C.E. King High School	C	B
KASE	B	B
Royalwood Elem/Cravens ECA	D	B
C.E. King Middle	not rated	C
Null Middle	not rated	D
Sheldon Lake Elementary	not rated	C
Carroll Elementary	not rated	B
Sheldon Elementary/Sheldon ECA	not rated	B

Campus	2021	2022
Monahan Elementary	not rated	B
Garrett Elementary	not rated	B

The information in the chart above was shared publicly at the August 16, 2022, school board meeting by Karen Gallow, the Deputy Superintendent. The district will continue to focus on improving the teaching and learning process across all campuses. The district will also continue to implement the "Effective Schools Framework" model that was put in place during the 2022 - 2023 school year.

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. Provide support to campus and district leaders to build leadership capacity.
2. Improve the approach of Tier I instruction where teachers differentiate content, process, products, and/or the learning environment for all students.
3. Implement Best Practices district-wide to support the teaching and learning process, supporting the development of highly effective teachers and paraprofessionals are meeting the needs of all students.

4. Continue to monitor Best Practices with weekly classroom observations by continuing Alignment Walks with district and campus leadership and curriculum coordinators to ensure effective implementation.

5. Identify and implement evidence-based strategies to address the needs of EL students as it relates to language acquisition.
6. Identify and implement evidence-based strategies to address the needs of Special Education students that include a focus on their individual IEPs.
7. Improve fiscal management as it relates to federal and state funds to support the needs of all students, especially struggling students and those identified as at-risk.
8. Implement strategies to improve and increase parent engagement at the campus and district levels.
9. Review safe and secure assessment data to create a more safe and more secure environment for all staff and students. (Including CDC guidelines and procedures amid COVID-19)

10. Provide additional support to meet all students' academic and social-emotional needs, especially struggling students and those identified as at-risk.

Sheldon ISD - District Translation Procedure:

Sheldon ISD values the support and feedback of our parents and community. To ensure that the community is well informed of campus and district 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.

Demographics

Demographics Summary

Sheldon ISD Enrollment Data by Grade Level

Grade Levels	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021 - 2022
Total	8,884	9,066	9,161	10,063	10,199	10,570
Early Education Grade	24	12	12	24	14	24
Pre-K	478	498	12	583	415	483
Kindergarten	608	577	630	680	697	617
1st Grade	606	641	614	727	696	731
2nd Grade	724	630	634	685	730	693
3rd Grade	699	737	647	702	711	762
4th Grade	699	708	749	727	718	735
5th Grade	697	691	709	776	750	745
6th Grade	693	724	716	815	791	788
7th Grade	628	692	715	778	821	839
8th Grade	628	692	691	797	822	867
9th Grade	657	633	640	758	849	992
10th Grade	649	667	632	689	788	905
11th Grade	576	631	645	672	697	783
12th Grade	518	577	619	650	691	606

District Enrollment by Ethnicity

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Enrollment	8,885	9,066	9,161	10,092	10,199	10,570
African Americans	21%	21%	20.8%	22.47%	23.6%	25.37%
Hispanic	70.5%	71.2%	71.9%	70.37%	69.4%	68.27%

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
White	6.6%	5.8%	5.3%	5.04%	4.7%	4.04%
Asian	.4%	.5%	.4%	.48%	0.5%	0.44%
Economically Disadvantaged	82.6%	77.5%	90.1%	83.5%	80.6%	86.68%
LEP	27.4%	27.5%	29.4%	31.5%	32.0%	27.22%
Sp. Ed.	7%	6.8%	7.1%	8.52%	9.2%	9.97%
G/T	4.82%	4.96%	5.1%	5%	5.2%	5.31%
504	1.92%	2.08%	0%	2.66%	2.6%	2.51%

Teachers by Ethnicity (TAPR)

	2016-2017	2017-2018	2018-2019	2020-2021	2021 - 2022
African Americans	34.4%	34.8%	35.5%	38.8%	39.1%
Hispanic	24.5%	27.6%	28.7%	8.5%	29.9%
White	37.9%	34.5%	33.1%	29.0%	27.2%
American Indian	.4%	.2%	0%	0.3%	0.5%
Asian	1.4%	1.4%	0.9%	1.4%	1.1%
Pacific Islander	.4%	.9%	0.7%	0.5%	0.3%
Two or More Races	1.1%	.7%	1.1%	1.6%	1.9%
Male Teachers	25.1%	24.2%	22.8%	24.2%	25.1%
Female Teachers	74.9%	75.8%	77.2%	75.08%	74.9%

Teachers by Years of Experience (TAPR)

Teachers by Years of Experience	2016-2017	2017-2018	2018-2019	2020 - 2021	2021-2022
Beginning	8.9	13.6%	6.8%	18.5%	8.7%
1-5 years	39.4	37.1%	38.4%	35.0%	36.9%
6-10 years	24.9	21.8%	20.7%	17.0%	21.2%
11-20 years	21.5	22.6%	27.4%	23.2%	24.5%
Over 20 years	5.2	5.0%	6.8%	5.6%	

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Demographics Strengths

* Sheldon ISD is a fast-growing district.

* Families are moving into the Sheldon ISD community at a fast rate.

* All demographic populations continue to grow or remain the same.

* Enrollment and demographic populations were impacted due to the Pandemic. Enrollment is continuing to make gains as the 2021-2022 school year progressed.

Student Achievement

Student Achievement Summary

2022 SHELDON ISD														
	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance 2B			Domain	Closing the Gaps Domain III		Overall	
District / Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	Scaled Score	Rating	Score	Ratir
SISD	35	60	D	72	84	C	48	87	86	B	72	C	82	B
GE	37	64	D	85	92	A	37	91	70	C	76	C	87	B
CE	48	76	C	86	92	A	48	90	85	B	78	C	88	B
ME	32	57	F	82	90	A	32	94	60	D	76	C	85	B
LE	40	69	D	76	82	B	40	85	74	C	71	C	86	B
RE	44	72	C	82	90	A	44	89	81	B	77	C	86	B
SE	43	72	C	86	92	A	43	88	80	B	79	C	88	B
KMS	32	60	D	68	74	C	32	89	70	C	69	D	73	C
NMS	28	56	F	64	66	D	28	88	59	F	69	D	67	D
KHS	38	74	C	73	83	B	51	81	83	B	73	C	80	B
KASE	24	84	B	n/a	n/a	n/a	n/a	88	n/a	n/a	n/a	n/a	86	B

2021 SHELDON ISD														
	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance 2B			Domain	Closing the Gaps Domian III		Overall	
District / Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	Scaled Score	Rating	Score	Ratir
SISD	26	71	C	N/A	N/A	N/A	39	80.6%	85	B	68	D	80	C

2022 SHELDON ISD														
GE	21	48	not rated	N/A	N/A	N/A	21	88.7%	49	not rated	N/A	N/A	49	not r
CE	29	55	not rated	N/A	N/A	N/A	29	83.3%	55	not rated	N/A	N/A	55	not r
ME	21	48	not rated	N/A	N/A	N/A	21	90.3%	50	not rated	N/A	N/A	50	not r
LE	30	56	not rated	N/A	N/A	N/A	30	77.7%	56	not rated	N/A	N/A	56	not r
RE	35	35	D	N/A	N/A	N/A	35	87.9%	66	D	N/A	N/A	66	D
SE	27	53	not rated	N/A	N/A	N/A	27	81.0%	54	not rated	N/A	N/A	54	not r
KMS	22	54	not rated	N/A	N/A	N/A	22	83.1%	57	not rated	N/A	N/A	57	not r
NMS	22	54	not rated	N/A	N/A	N/A	22	83.1%	57	not rated	N/A	N/A	57	not r
KHS	34	76	C	N/A	N/A	N/A	47	75.0%	81	B	73	C	79	C
KASE	27	77	C	N/A	N/A	N/A	55	73.3%	85	B	71	C	82	B

2019 SHELDON ISD

	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance 2B			Domain	Closing the Gaps Domian III		Overall	
District / Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	Scaled Score	Rating	Score	Ratir
SISD	39	77	C	65	69	D	54	82.6%	90	A	74	C	85	B
GE	33	58	F	64	60	D	33	87.0%	60	D	55	F	59	F
CE	38	65	D	67	67	D	38	87.2%	72	C	70	C	71	C
ME	37	64	D	65	62	D	37	87.0%	70	C	68	D	69	D
RE	50	77	C	74	79	C	50	86.1%	86	B	76	C	83	B
SE	45	73	C	73	77	C	45	80.4%	80	B	77	C	79	C
KMS	35	65	D	61	59	F	35	88.9%	75	C	64	D	72	C
NMS	36	67	D	59	58	F	36	86.9%	77	C	53	F	70	C
KHS	41	81	B	73	83	B	41	80.1%	88	B	79	C	85	B
KASE	21	81	B	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85	B

Student Achievement Strengths

Student Achievement

Based on the 2022-2023 STAAR/EOC data, the following strengths were identified:

Reading Grades 3-8 and EOC English I and II:

* Student achievement scores for all students increased

* The percentage of students at approaches increased

* The percentage of students at meets increased

* Closing the gap measure increased

Math Grades 3-8 and EOC Algebra I:

* Student achievement scores for all students increased

* The percentage of students at approaches increased

* The percentage of students at meets increased

* The percentage of students at masters increased

* Closing the gap measure increased

Writing for Grades 4th and 7th:

* Student achievement scores for all students increased

* The percentage of students at approaches increased

* The percentage of students at masters increased

Social Studies Grades 8 and HS EOC:

* The percentage of students at masters increased

Science Grades 5, 8, and EOC Biology:

* Student achievement scores for all students increased

* The percentage of students at approaches increased

* The percentage of students at meets increased

District Culture and Climate

District Culture and Climate Summary

The district 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

Needs Assessment for Parental/Community Engagement

The Sheldon Independent School District recognizes that a child's education is a responsibility shared by the school and the family. As a result, Sheldon ISD conducted a district-wide parent survey in an effort to improve parent and family engagement in our schools. The survey also allows the district to collect and understand parents' opinions, perspectives, and perceptions of our schools to improve the learning environment. The survey was made available on the district's website at www.sheldonisd.com. The input from parents and community members assisted the district in creating a parent and family engagement plan to ensure the ongoing partnership between families, communities, and schools. The goal of the District-Wide Instructional Improvement Council, 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.
* Parents want to feel encouraged to volunteer at school.
* Parents would like teachers to communicate regularly with parents regarding student academic progress.

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 and principal quality and increasing the number of highly effective teachers in the classroom and highly effective principals and assistant principals in school; Sheldon ISD will recruit, develop, and retain highly effective personnel at all levels. The district is committed to providing the following initiatives to support the development of highly effective instructional staff and campus leaders:

1. Focus on Best Practices Framework

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

3. On-going professional development

4. Curriculum Coordinators 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. Continue support for campus and district leaders through leadership training and development opportunities

8. Focus on technology integration within the classroom

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

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

Staff Quality, Recruitment, and Retention Strengths

The district's curriculum defines the expectations for student learning district-wide and aligns to the Texas Essential Knowledge and Skills (TEKS), the English Language Proficiency Standards (ELPS), and the College and Career Readiness Standards (CCRS).

The STEM Academy program continues to grow in the number of students participating with an increase in student academic performance. This is a result of the program's focus on Project-Based Learning and 21st-century workforce skills. The STEM teacher retention rate is above 90% which is contributed to the support provided through Professional Learning Communities, conferences, staff development, and in-class support.

Sheldon ISD values the support and feedback of our parents and community. To ensure that the community is well informed of campus and district 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 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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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Parent and Community Engagement

Parent and Community Engagement Summary

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Parent and Community Engagement Strengths

Needs Assessment for Parental/Community Engagement

The Sheldon Independent School District recognizes that a child's education is a responsibility shared by the school and the family. As a result, Sheldon ISD conducted a district-wide parent survey in an effort to improve parent and family engagement in our schools. The survey also allows the district to collect and understand parents opinions, perspectives, and perceptions of our schools to improve the learning environment. The survey was made available on the district's website at www.sheldonisd.com. The input from parents and community members assisted the district in creating a parent and family engagement plan to ensure the ongoing partnership between families, communities, and schools. The goal of the District-Wide Instructional Improvement Council, 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:

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* Parents want to feel encouraged to volunteer at school.

* Parents would like teachers to communicate regularly with parents regarding student academic progress.

Technology

Technology Summary

The district has an adequate collection of technology equipment at each campus, 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 iPad carts and the requisite training for teachers and students. We will continue to design projects that utilize BYOD skills. LOTE teachers will use Skype, Google Hangouts, and epals to foster relationships with students in other countries. Some teachers have interactive boards in the classroom. The district is utilizing resources to provide additional interactive boards in the classroom. The district encourages students to utilize educational apps that will guide their learning and experiences. 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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

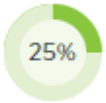
Goals

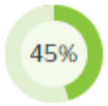
Goal 1: SISD will maximize student learning for All.

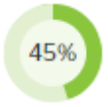
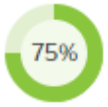
Overall Accountability Goal:
By June 2024, SISD will increase its component score from 36 to 41 by increasing the percentage of students who score at the approaches level 5 points, the meets level by 5 points and master level by 6 points.

Performance Objective 1: By June 2024, SISD will increase its component score in ELAR from 36 to 46 by increasing the percentage of students who score at the meets level or above by 10 points.
SISD will increase the percentage of kindergarten students reading on grade level or above on EOY TRC assessment from 48% to 58%, 1st from 48% to 58% and 2nd grade from 42% to 52%

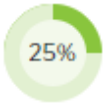
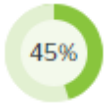
Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and execute a literacy plan for grades Prek-5 to include embedded professional development in the Science of Teaching Reading for all instructional staff. High Quality Instructional Materials (HQIM) will be provided to support the implementation process for success among all students. This strategy will assist in helping all students meet the challenging State academic standards. (Description 1,8) August 2023, September 2023, January 2024, March 2024, April 2024, May 2024, June 2024, July 2024 **Strategy's Expected Result/Impact:** Formative: mCLASS Dibels/ Lectura, TRC EOY reports CLI MOY results for Pre-K and K Summative: STAAR reading results mCLASS Dibels/Idel, TRC EOY reports CLI EOY reports **Staff Responsible for Monitoring:** Deputy Superintendent of Academics Assistant Superintendent of Curriculum & Instruction Director of Early Childhood Programs **Funding Sources:** Professional development - 211-Title I - $5,000, Professional development - 255-Title II - $10,000 , Instructional materials - 211-Title I - $20,000, Literacy Coaches - 255-Title II - $147,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to support and provide professional development and resources for small group instruction and the Readers' Writers' Workshop Model in secondary RLA and English classrooms. August 2023 , September 2023, February 2024, April 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: Classroom Observations Writing Portfolios Writing Assessments Summative: DCA EOC assessment data STAAR assessment data TELPAS **Staff Responsible for Monitoring:** Secondary ELAR Curriculum Coordinators **Results Driven Accountability - Equity Plan**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: SISD will increase Kindergarten Readiness by 10% based on the TPEIR report by providing a full-day high-quality Pre-K program for ALL through a partnership with Fueling Brains.(Description 8). The focus will be on building executive functions through a thematic curriculum in Pre-K and Executive Function development in Pre-K, which will be assessed through brain development assessments 5 times during the school year. July 2023 - August 2024 Progress Checks: BOY FB assessment MOY FB assessment (80% of students will be at developing (yellow brain) MOY CLI EOY FB assessment (80% of students will be proficient (green brain) EOY CLI- Increase from 80% to 85% on overall Phonemic Awareness score of CIRCLE assessment **Strategy's Expected Result/Impact:** Increased scores on the BOY Kindergarten assessment, longitudinal success in elementary school **Staff Responsible for Monitoring:** Director of Early Childhood Programs **Equity Plan** **Funding Sources:** Administrator support - 282 ESSER III, Instructional resources - 211-Title I - $6,000, PD Coaching for implementation - 199-General funds - $55,000, Assessment software - 199-General funds - $68,750				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The district will offer an After School Program that will provide academic assistance in the areas of reading, mathematics, science, social studies, writing, and college and career readiness. Program and school day staff will incorporate social emotional learning activities to meet the needs of the whole child. Program staff will attend workshop and training sessions to facilitate a high-quality program. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024) **Strategy's Expected Result/Impact:** An increase in student percent score as measured by district assessment scores and state assessments; increase in daily attendance; and decrease in office referrals. **Staff Responsible for Monitoring:** After School Program Project Director Executive Director of Federal Programs and Grants **Funding Sources:** Academic support from staff - 287-Title IV - $5,000, Instructional materials - 287-Title IV - $1,500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Writing instruction in Pre-K-5th grades will focus on writing in a variety of genres connected to reading texts with a focus on reading responses, constructed responses, and thematic and topic essays. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, and June 2024 **Strategy's Expected Result/Impact:** Increase reading/ writing STAAR scores Increase TELPAS writing scores Increase student proficiency in writing/ grammar skills Writing samples collected by unit and/or quarter (September, October, November, December, January, March, April, May) DCA STAAR - April TELPAS writing samples/ scores Literacy Interactive Notebooks **Staff Responsible for Monitoring:** Campus administrators and CIS Curriculum coordinators Multilingual Director Early Childhood Director				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement curriculum access tools, resources, and support to provide evidence-based, universally designed lessons and resources to support the needs of all students in general education, including summer school. September 2023, November 2023, January 2024, May 2024, June 2024, July 2024, August 2024 **Strategy's Expected Result/Impact:** Improve overall performance of Tier I and II students on benchmark assessments. **Staff Responsible for Monitoring:** Assistant Superintended of Teaching & Learning Director of Curriculum and Instruction Director of Teaching and Learning **Funding Sources:** Instructional materials - 281 ESSER II - $25,000, Instructional materials - 282 ESSER III - $10,000	30%	30%	100%	→

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

Goal 1: SISD will maximize student learning for All.

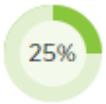
Overall Accountability Goal:

By June 2024, SISD will increase its component score from 36 to 41 by increasing the percentage of students who score at the approaches level 5 points, the meets level by 5 points and master level by 6 points.

Performance Objective 2: By June 2024, SISD will increase its component score in Math from 34% to 44% by increasing the percentage of students who score at the meet and master level or above by 10%.
SISD will increase the percentage of kindergarten students that score "on track" on EOY math assessment from 79% to 80% and first grade from 68% to 80% and second grade from 57% to 70% based on their cohort of students.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sheldon ISD will participate in the CRIMSI pilot at ECAs, GE, and ME for kinder through third grades by utilizing the HQIM Eureka Math. August 2023, September 2023, January 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Increased EOY Math scores in kinder, first, second and third grades. **Staff Responsible for Monitoring:** Director of Early Childhood Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Instructional coaches and coordinators will collaborate with classroom teachers to internalize lessons using provided programs and resources during PLC and planning time-based on the needs of the campus. September 2023, October 2023, January 2024, March 2024 **Strategy's Expected Result/Impact:** Increase the quality of instruction to meet the needs of all diverse learners. **Staff Responsible for Monitoring:** Math Coordinators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide district-wide problem solving materials and daily TEKS warm-up materials to support TEKS based instruction to 1st- 5th students. August 2023, September 2023, November 2023, December 2023, January 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Improve problem solving skills in all areas and maintain TEKS based instructional skills. **Staff Responsible for Monitoring:** Math Coordinators **Funding Sources:** TARGET PRACTICE BOARDS - 281 ESSER II - $1,600	45%	70%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide math resources for K-5 teachers and students including Math Universal Screener to support instruction and evaluate students' progress. IReady is the screener August 2023, September 2023, January 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: BOY, MOY, and EOY Screener TEKS based manipulatives **Staff Responsible for Monitoring:** Math Coordinators **Funding Sources:** - 281 ESSER II - $50,000	45%	70%	80%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Secondary math teachers will be trained to create common formative assessments using instructional programs and resources. Results will be analyzed to make informed data-driven decisions. July 2023, August 2023, November 2023, March 2024, and May 2024 **Strategy's Expected Result/Impact:** Increase the quality of targeted instruction to meet the needs of all diverse learners. Formative: CFA's Snapshots Checkpoints **Staff Responsible for Monitoring:** Math Coordinators **Funding Sources:** - 281 ESSER II - $1,000	50%	75%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2024, SISD will increase its component score from 36 to 41 by increasing the percentage of students who score at the approaches level 5 points, the meets level by 5 points and master level by 6 points.

Performance Objective 3: By June 2024, SISD will increase its component score on the 5th and 8th grade Science from 33 to 43.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development and resources to incorporate differentiated student-centered learning experiences through the utilization of inquiry-based teaching frameworks such as the 5E model to support Tier 1 instructional needs. August 2023, September 2023, January 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: Classroom Observations Interactive Notebooks Summative: DCA STAAR/EOC assessment data **Staff Responsible for Monitoring:** Curriculum Coordinators Instructional Coaches Campus Administrators **Funding Sources:** Professional Development - 287-Title IV - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and execute a professional development plan to be delivered in PLC and through Power-Ups. This includes teaching to the level and rigor of the TEKS, implementing higher order thinking questions, and the utilization of CER (claim, evidence, reasoning) framework for scientific reasoning and analysis, and small group instruction to support accelerated learning. August 2023, September 2023, November 2023, January 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative Assessments CER observation/Rubric Classroom Performance DCA Mock/Interim STAAR/EOC **Staff Responsible for Monitoring:** Science Curriculum Coordinators Instructional Coaches Campus Administrators **Funding Sources:** - 281 ESSER II - $10,000	25%	35%	50%	→

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

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2024, SISD will increase its component score from 36 to 41 by increasing the percentage of students who score at the approaches level 5 points, the meets level by 5 points and master level by 6 points.

Performance Objective 4: By June 2024, SISD will increase its component score on Social Studies from 40 to 50 by increasing the percentage of students who score at the meets and masters level or above by 10%.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Kindergarten - 12th grade teachers will plan and align student products with deconstructed TEKS. Teachers will target writing throughout the content area and implement lessons with writing strategies, such as constructed response, quick writes, and various other writing strategies. August 2023, September 2023, November 2023, February 2024, April 2024, June 2024, July 2024 **Strategy's Expected Result/Impact:** Formative Assessments Classroom Performance DCA Mock/Interim STAAR/EOC **Staff Responsible for Monitoring:** Social Studies Curriculum Coordinators	30%	35%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and execute a professional development plan to be delivered in PLC and through Power-Ups. This includes targeted content with high quality instructional materials, teaching to the level and rigor of the TEKS, higher-order thinking questions, and primary and secondary source analysis to support and address Tier 1 instructional needs. August 2023, September 2023, November 2023, February 2024, April 2024, June 2024, July 2024 **Strategy's Expected Result/Impact:** Formative Assessments Classroom Performance DCA Mock/Interim STAAR/EOC **Staff Responsible for Monitoring:** Secondary Social Studies Curriculum Coordinators	30%	30%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop and execute focused intervention with differentiation and personalized learning after each campus and district assessment. Push-in, pull-out, and small group support and resources will be provided to assist teachers and targeted students with instruction by the high school Social Studies interventionist. (Description 1) August 2023, September 2023, November 2023, February 2024, April 2024, June 2024, July 2024 **Strategy's Expected Result/Impact:** Daily Formative Assessments Classroom Performance DCA Mock/Interim STAAR/EOC **Staff Responsible for Monitoring:** Secondary Social Studies Curriculum Coordinators	30%	30%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

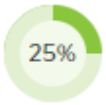
Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2024, SISD will increase its component score from 36 to 41 by increasing the percentage of students who score at the approaches level 5 points, the meets level by 5 points and master level by 6 points.

Performance Objective 5: By June 2024, the percentage of Emergent Bilingual students making at least one English proficiency level progress on TELPAS will be maintained at 38%.
By June 2024, the students in a bilingual program will make at least a 5% gain in Lectura/DIBELS.
By June 2024, the LOTE student credit accrual for foreign languages will increase by 2%.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data, 2024 TELPAS data, the 2024 STAAR and EOC results and the CBE passing rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement bilingual (transitional and dual language) programs with fidelity at all elementary campuses and early childhood academies to acquire the program goals, including providing training, instructional materials, strategies for instruction, and monitoring implementation to assist Emergent Bilingual students, including Gifted and Talented and Special Education, in meeting the challenging state language and academic standards. July 2023, August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024. **Strategy's Expected Result/Impact:** Formative: Improve overall performance of EB and non-EB students on district assessments Improve language acquisition of EB and non-EB students on mClass assessments 2 way Dual Language program students will make gains in second language acquisition Transitional bilingual program students will continue to build first language foundation while improving second language acquisition Summative STAAR Results for 3-5 grade TELPAS progress mClass EOY reports in both languages **Staff Responsible for Monitoring:** Director of Multilingual Programs **Funding Sources:** - 263-Title III				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide supplemental language programs, professional development, and resources to support language acquisition and academic development of Emergent Bilinguals, including Gifted and Talented and Special Education, to meet the challenging state academic standards. July 2023, August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024. **Strategy's Expected Result/Impact:** Formative: Improve overall performance of EB students on district assessments Student usage reports Summative: STAAR results TELPAS progress **Staff Responsible for Monitoring:** Director of Multilingual Programs **Funding Sources:** - 263-Title III	40%	70%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students in Languages Other Than English in grades 6-12, will gain high school foreign language credit through actual class enrollment or credit by exam. Professional development and instructional materials will be provided to support the program. July 2023, August 2023, September 2023, October 2023, November, 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024. **Strategy's Expected Result/Impact:** Formative: CBE DCAs Summative: High school credit obtained AP Exam results **Staff Responsible for Monitoring:** Director of Multilingual Programs	50%	70%	75%	100%

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

Goal 1: SISD will maximize student learning for All.

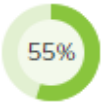
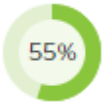
Overall Accountability Goal:

By June 2024, SISD will increase its component score from 36 to 41 by increasing the percentage of students who score at the approaches level 5 points, the meets level by 5 points and master level by 6 points.

Performance Objective 6: By June 2024, students receiving special education services and are identified as reading below grade level (STAAR scores approaches or not met from 58% to 63%) will be provided targeted reading instruction with the goal of increasing the student's reading level score by 3%- 5% on the STAAR assessment.

By June 2024, students receiving special education services and are identified as below grade level in the area of math (STAAR scores of approaches or not met from 58% to 63%) will be provided targeted math instruction with the goal of increasing the student's math STAAR assessment from 33% to 38% with an increase of 3%- 5%.

Evaluation Data Sources: The district will review results from the district curriculum-based assessment data and the 2024 STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By utilizing Special Education Data Books and implementing a district-wide model in increasing instructional practices at all elementary campuses including providing training, materials, strategies for instruction, and monitoring the implementation of the student's individualized education plan in increasing student performance by mastering their IEP goals with the grade-level academic standards. (Description 1) October 2023/ January 2024/April 2024/ June 2024 **Strategy's Expected Result/Impact:** Formative DCA Improve overall performance for all special education students on benchmark assessments for all content areas STAAR Results Student' IEP goals/objectives mastery **Staff Responsible for Monitoring:** Special Education Teachers Special Education Program Specialist Special Education Coordinators Executive Director of Special Education **Results Driven Accountability** **Funding Sources:** - 224-Special Education Grant Funds, - 199-General funds				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: By utilizing Special Education Databook the department will provide training and coaching opportunities to identify student strengths and weaknesses in their present levels of academic and functional performance (PLAAFP) for students receiving special education. Then provide monthly PLC opportunities to identify appropriate strategies to increase student mastering their individual goals/objectives in the general education curriculum. August 2023/ September 2023/October 2023/November 2023/December 2023/ January 2024/ February 2024/ March 2024/ April 2024/May 2024/ June 2024 **Strategy's Expected Result/Impact:** Formative: Improved performance on district assessments Summative: Improved performance on STAAR and STAAR EOC Student IEP goals/objectives **Staff Responsible for Monitoring:** Special Education teachers Special Education Program Specialist Special Education Coordinators Executive Director of Special Education **Results Driven Accountability** **Funding Sources:** Professional development, instructional materials, assessment materials - 224-Special Education Grant Funds, - 199-General funds	70%	70%	85%	→

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

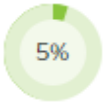
Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2024, SISD will increase its component score from 36 to 41 by increasing the percentage of students who score at the approaches level 5 points, the meets level by 5 points and master level by 6 points.

Performance Objective 7: By June 2024, SISD will increase the percentage of College, Career, and Military Ready (CCMR) graduates by 10%.

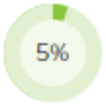
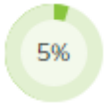
Evaluation Data Sources: The district will review the results from SAT, ACT, and TSIA participation and performance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the number of TSIA successful students by 10% from 17% to 27% on TSIA Math and from 18% to 28% on TSIA Reading through the implementation of Texas College Bridge. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024, July 2024 **Strategy's Expected Result/Impact:** Formative: Quarterly TSIA, SAT, ACT participation and score reports Summative: End of Year Participation Reports (Target 85% juniors; 95% seniors); End of Year Senior Score Report = 36% college-ready of TSI criteria. The number of students (excluding ECHS and TSTEM) who complete dual credit applications will increase from 280 to 310. Impact: Students who have taken the assessment are more likely to enroll in post-secondary education **Staff Responsible for Monitoring:** KHS Principal, KHS Lead Counselor, KHS Counselors, Director of Guidance and Counseling, GEAR UP Coordinator, College Success Advisor, Director of Advanced Academics, Coordinator of Dual Credit **Funding Sources:** Preparation Materials - 274 GEAR UP Grant, TSI Assessments and Preparation Resources - 199-General funds				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide individual advising for secondary students to support post-secondary goals. (Description 10) August 2023, November 2023, December 2023, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Formative: Advising sessions; College and Career Center Tracking Data Summative: Kuder reports - Interest Inventory 80%; College and Career Tracking Data (Seniors 100%, Grades 10-12 - 75%, 8th grade 100% advising, **Staff Responsible for Monitoring:** Director of Guidance and Counseling and Gear-Up Coordinator Director of Career and Technical Education College Success Advisor Advise Texas Advisors **Funding Sources:** Naviance Success Program - 244-Perkins V Grant - $25,000, Instructional Resources and Materials - 274 GEAR UP Grant - $100,000	50%	55%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide a minimum of two opportunities for release time or extended time to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented and advanced academics services, including professional development and resources so that all AP core teachers utilize College Board resources and Pre-AP teachers utilize the College Board framework. (Description 13) August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: Professional Development attendance sheets Summative: Evidence of lessons designed to support advanced students. Impact: Implementation of professional learning will increase performance over a three year period. **Staff Responsible for Monitoring:** Director of Advanced Academics, KHS Associate Principal, KHS AP Lead Teacher **Funding Sources:** Resources and extended time for Professional Learning - 199-General funds	70%	75%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement 6th Year GEAR UP strategies (academic rigor, college and career exploration/advising, work-based learning, alliances, and technology) with fidelity to support college and career readiness for primary and priority students. (Description 12) August 2023, September 2023, November 2023, December 2023, January 2024, March 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: GEAR UP sign-in sheets Summative: GEAR UP end-of-year data for program activities and metrics **Staff Responsible for Monitoring:** Director of Counseling and Guidance, Principals, GEAR UP Coordinator, Director of Federal Programs and Grants **Funding Sources:** Professional Development, supplies, web-based software, transportation, personnel - 274 GEAR UP Grant - $123,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide workshops and counseling support so that 100% of seniors apply for financial aid by submitting a FAFSA or TAFSA application. January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Formative and Summative: TAFSA/FAFSA Reports Impact: Students who receive financial aid are more likely to pursue postsecondary education; impacts TEA high school graduation requirement for 2024 cohort. **Staff Responsible for Monitoring:** College Success Adviser, GEAR UP Coordinator, Director of Guidance and Counseling, KHS Counselors **Funding Sources:** Advising Resources and Personnel - 274 GEAR UP Grant				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide professional development and instructional resources to improve the quality of CTE programs, assist students in completing requirements for industry-based certifications and technical dual credit enrollment, and increase the number of students achieving certifications and technical dual credit certificates of technology. Increase the number students in high need, high demand programs; particularly Health Science, Hospitality, Automotive, Criminal Justice (courtroom enhancements and furniture required for industry specific instruction and training), Cosmetology, Business, and other CTE cluster programs with related IBCs. (Description 10, 12) June 2023, August, 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024, July 2024, August 2024 **Strategy's Expected Result/Impact:** Formative: 1) 80 percent of CTE teachers that teach a certification course will earn an industry-based certification for their required IBC . (2) The curriculum department will collaborate with CTE WBL Coordinator each semester to develop and implement PBL activities to support CTE student performance in Math, Science, and ELA. Summative: (1) Earned certifications and technical dual credit certificates of technology. a)The total number of industry based certifications earned will increase to 20%. b)The number of industry based certifications earned by seniors will increase to 15% c) Enroll 100 CTE students in technical dual credit programs. d) Provide WBL experiences in all CTE clusters offerred. Impact: Students will gain knowledge and skills for success in the workplace. Students will be career ready with a dual credit certificate of technology or an industry based certification. **Staff Responsible for Monitoring:** Director of Career and Technical Education Work-Based Learning Coordinator CTE Department Chairperson CTE Department Principal/Curriculum and Instruction Principal **Funding Sources:** Instructional resources, materials, and professional development - 199-General funds - $45,000, Instructional resources and materials - 244-Perkins V Grant - $100,000, Professional development and instructional materials - 263-Title III - $1,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide Work-Based Learning experiences/events for CTE students in 6th - 12th grades. (Description 12) September 2023, October 2023, December 2023, January 2023, February 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: The number of industry partners engaged with students will increase by 10% 10% of 6th grade students, 10% from each middle school campus, will participate in a work-based learning experiences by June 2024. 20% of 7th grade students, 10% from each middle school campus, will participate in a work-based learning experiences by June 2024. 20% of 9th and 10th grade students will participate in a work-based learning event by June 2024. 80% percent of Practicum and Level 4 courses are engaged with industry practices and have community partnerships. Impact: Students will learn about various careers and make a more informed career choice for their 4 year career plan in 8th grade and complete hands-on industry -based experiences for their program of study by 12th grade. **Staff Responsible for Monitoring:** Coordinator of Work-Based Learning Director of CTE. Middle School and High School Counselors Middle school CCE Teachers Principals **Funding Sources:** - 199-General funds - $3,000, - 244-Perkins V Grant - $3,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide campus, district, and AVID professional development and high-quality resources to increase schoolwide systems for college readiness by utilizing research-based WICOR strategies. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: Sign-in sheets for teachers and AVID tutor professional learning and workshops. Summative: 100% of all AVID campuses meet Certification and Coaching Instrument (CCI) standards at a level of Schoolwide or Schoolwide Site of Distinction. Impact: Students develop soft skills and academic behaviors for success in advanced classes and postsecondary education. Early implementation on a continuum increases effectiveness. **Staff Responsible for Monitoring:** Director of Advanced Academics, Principals, AVID Site Coordinators, AVID Secondary Lead **Funding Sources:** - 199-General funds - $2,500, - 199-State Comp. Ed.	25%	70%	80%	→

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

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2024, SISD will increase its component score from 36 to 41 by increasing the percentage of students who score at the approaches level 5 points, the meets level by 5 points and master level by 6 points.

Performance Objective 8: Provide professional learning and coaching for effective classroom routines and instructional strategies that will increase the accountability component score by at least 10% points.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC assessments.

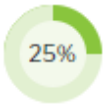
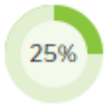
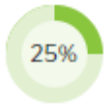
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development throughout the year that target content and instructional needs. Train teachers to teach at the level and rigor of the TEKS or Learning Objectives and offer hands-on applications supporting the teaching and learning process based on students' needs. Strategies will include the integration of other content areas and disciplines to facilitate well-rounded instruction. August 2023, September 2023, November 2023, January 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: Classroom Observations DCA Summative: STAAR/EOC Retest **Staff Responsible for Monitoring:** Secondary and Elementary Curriculum Coordinators and Director of Curriculum and Instruction. **Funding Sources:** Instructional materials to support Power UPs - 281 ESSER II - $15,000, Instructional materials to support Power UPs - 287-Title IV - $7,500, Instructional materials to support Power UPs - 185 Region 4 Grant - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training in best practices to deconstruct the TEKS that ensure instruction occurs at the appropriate level and rigor. Weekly campus alignment walks/visits with district and campus personnel to confirm alignment of TEKS and student work to improve the performance of all students as it relates to meeting the challenging state academic standards. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024, and July 2024 **Strategy's Expected Result/Impact:** Formative: DCA MOCK Interim Assessments Summative: STAAR assessment data EOC assessment data **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning Deputy Superintendent of Academics				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus Instructional Specialist and District curriculum coordinators will attend professional development that will allow for collaboration and support to staff in implementing and streamlined TEKS for effective lesson planning determined by data analysis during PLC time and departmental time to support student academic achievement that ensures all students meet the challenging state academic standards August 2023, September 2023, October 2023, November 2023, December 2023,January 2024, February 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: DCA MOCK Interim Assessments Summative: STAAR assessment data **Staff Responsible for Monitoring:** Secondary and Elementary Curriculum Coordinators **Funding Sources:** Professional Development Registrations - 199-General funds - $7,500, Instructional materials to support Power UPs - 185 Region 4 Grant - $2,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Collaborate with industry partners, community stakeholders, partner IHEs, and instructors to provide high-quality resources and professional learning. All referenced stakeholders will assist in the development of career pathways and work-based learning opportunities for high-wage, high-demand careers in all CTE clusters offerred in the district. Sheldon ISD will host a minimum of two (2) meetings per school year September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: Quarterly benchmarks Summative: Percentage of CTE concentrators who earn a TEA approved Industry Based Certification or 9 college hours/credits; the target is a 5% increase Impact: Students who graduate with credentials or college credit in high-quality programs of study can pursue high-wage, in-demand careers in Texas. **Staff Responsible for Monitoring:** Director of Career and Technical Education Work-based Learning Coordinator, Counselors KHS Academy Principals **Funding Sources:** - 199-General funds - $2,000, - 244-Perkins V Grant - $5,000	15%	15%	100%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide instructional resources and professional learning to support Tech Apps TEKS and other evidence based instructional strategies to support STEM integration. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Increase student knowledge and creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving, and decision making; digital citizenship; and technology operations and concepts. **Staff Responsible for Monitoring:** Campus principals, Executive Director of Innovative Program **Funding Sources:** Innovative Program Support - 255-Title II - $175,000	100%	100%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide District Coordinators and Campus Instructional Specialist at all campuses the support to improve Tier I instruction and provide targeted professional development based on weaknesses identified on district assessments. August 2023, September 2023, November 20223 February 2024, April 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: increase in student achievement on the following assessments DCA MOCK Interim Assessments Summative: STAAR Assessments **Staff Responsible for Monitoring:** Curriculum Coordinators and Assistant Superintendent of Curriculum and Instruction **Funding Sources:** Campus Instructional Specialists & Title I Interventionists - 211-Title I - $2,000,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide professional development opportunities so that all teachers with gifted and talented students have completed the initial 30 hours of GT training in the core areas of Gifted and Talented education (Identification and Assessment, Nature and Needs, Differentiation, Creativity, and Social and Emotional). (Description 13) August 2023- June 2024 **Strategy's Expected Result/Impact:** Formative: Eduphoria Reports Summative: (Eduphoria and PEIMS reports): All teachers with GT identified students will have completed the required 30 hours of GT training; the total number of teachers who have completed their 30 hours will increase by 10%/ Impact: Teachers who apply professional learning will identify GT students differentiate instruction, and increase the depth and rigor in the core content areas for GT students. **Staff Responsible for Monitoring:** Director of Advanced Academics and Gifted and Talented Specialist **Funding Sources:** - 199-General funds				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide professional development opportunities for Math Coordinators, Campus Instructional Specialists, and teachers to support the teaching and learning process based on high-quality instructional and data needs. August 2023, September 2023, January 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Attend Math conferences and and other conferences such as CAMT, NCTM, and Lead4ward to support instruction and data analysis. Provide practice and modeling throughout 2023-2024. Formative: DCA Interim Summative: STAAR EOC SAT AP **Staff Responsible for Monitoring:** Math Coordinators **Funding Sources:** - 199-General funds - $6,000	45%	60%	75%	→

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

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2024, SISD will increase its component score from 36 to 41 by increasing the percentage of students who score at the approaches level 5 points, the meets level by 5 points and master level by 6 points.

Performance Objective 9: Implement tracking systems to monitor individual students' progress and schedule accelerated instruction and interventions that will support the improvement of students' progress from increasing the component score by at least 10% points.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide additional interventionists to support campuses. The focus is on increasing the use of high-quality instructional materials for intervention classes as well as increasing the pedagogical practices within intervention courses. By doing so, campus instructional specialists will work with interventionists to develop effective Accelerated Learning intervention plans for students who are at risk for academic failure. (Description 1) August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: Classroom Observations DCA mClass Apex iReady/ThinkUp Summative: STAAR/EOC CLI EOY Reports **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning Director of Teaching and Learning **Funding Sources:** Additional Interventionists - 282 ESSER III - $200,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide special education resource teachers, dyslexia interventionists, and special education paraprofessional staff with training in intervention, progress monitoring, and high quality curriculum access tools to support Special Education students in meeting the challenging state academic standards. (Description 1) October 2023/ January 2024/ April 2024/ June 2024 **Strategy's Expected Result/Impact:** Formative: Improved performance on district assessments Reading by Design Summative: Improved performance on STAAR in 3rd to 5th grade **Staff Responsible for Monitoring:** Executive Director of Special Education, Special Education Coordinator, Special Education Program Specialist and Special Education Teachers. **Funding Sources:** Professional development, materials for assessment - 224-Special Education Grant Funds, Student Materials - 199-General funds	70%	70%	100%	100%

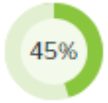
Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Sheldon ISD will provide School Support and Improvement activities such as progress monitoring, data reviews, and interventions to provide instructional support to struggling students at Garrett Elementary, Monahan Elementary, and Null Middle School. (Description 1, 3) October 2023, January 2024, March 2024, May 2024 **Strategy's Expected Result/Impact:** Classroom Observations Best Practice Walks DCAs mClass IReady STARR **Staff Responsible for Monitoring:** Principals Instructional Coaches and Coordinators Interventionists Assistant Superintendent of Educational Services Director of Teaching and Learning	50%	65%	85%	100%

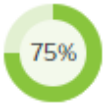
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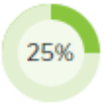
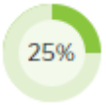
Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:
By June 2024, SISD will increase its component score from 36 to 41 by increasing the percentage of students who score at the approaches level 5 points, the meets level by 5 points and master level by 6 points.

Performance Objective 10: Implement strategies to improve academic achievement in all programs including Fine Arts, Innovative Programs, and Advanced Academics.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers and other instructional staff will integrate content-specific software and digital instructional materials into the curriculum to develop and incorporate 21st Century Learning Skills, such as effectively using real-world tools and developing cultural literacy and global awareness, higher-order thinking, collaboration, creativity, curiosity, and risk-taking. This includes integrating academics and physical fitness into the physical education curriculum to support well-round instruction. August 2023, September 2023, November 2023, December 2023, March 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: The measurement of the overall improvement of the core areas will be indicated through the integration of technology and digital tools. Student achievement will be determined through DCA, MOCK, and Interim Assessments. Summative: STAAR EOC TSIA2 **Staff Responsible for Monitoring:** Director of Curriculum and Instruction District Curriculum Coordinators Assistant Superintendent of Teaching and Learning Director of Teaching and Learning. **Funding Sources:** Instructional materials and programs - 287-Title IV - $5,500, Interactive System - 287-Title IV - $27,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide additional learning time and instrument-specific instruction to students who are performing below an acceptable level of performance on their instruments through high-quality supplemental instruction supporting a well-rounded education. (Description 1) September 2023, November 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Formative: Number of students increasing their level of performance based on instrument-specific instruction Summative: Number of students receiving expanded learning time and meeting end of the year goals **Staff Responsible for Monitoring:** Assistant Superintendent of Support Services and Director of Fine Arts **Funding Sources:** Additional pay for instructor providing additional learning time - 287-Title IV - $4,000, Masterclass Interventions - 282 ESSER III - $10,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide opportunities for students to expand their use of technology in order to improve academic achievement and digital literacy for all students through extension activities during the school day and through the implementation of a C-STEM program facilitated during the after-school program at elementary, middle, and high school levels. We will also add a Girls Who Code Club at our tech and STEM elementary schools this year. The process also supports the concept of a well-rounded education that includes exploring other cultures (music, languages, customs) using technology and other instructional resources. September 2023, October 2023, November 2023, December 2023, March 2024, June 2023, July 2024 **Strategy's Expected Result/Impact:** Formative: Development of teacher skill set by completing an online assessment to deliver instruction Amount of time students participate in project development Summative: Student completion of products presented at the end of year C-STEM Challenge Day Competition (November 2023 - April 2024) **Staff Responsible for Monitoring:** Director of Innovative Programs and Director of Federal Programs and Grants **Funding Sources:** Professional Development - 287-Title IV - $5,000, Instructional materials - 287-Title IV - $11,000 , Extra Duty pay for staff working after school and on Saturdays - 287-Title IV - $20,000, Devices to support teaching and learning - 427 Technology Lending Grant - $210,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STEM Academy teachers will complete professional development in problem-based learning, attend two STEM conferences, and collaboratively plan monthly during PLC time by campus and once per nine weeks by district. August 2023, October 2023, December 2023, March 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: DCA MOCK Summative: STAAR/EOC/TSIA2 **Staff Responsible for Monitoring:** Coordinator of Advance Academics, Director of Innovative Programs, Coordinator of Innovative Programs, and Secondary Principals **Funding Sources:** Instructional Materials - 199-General funds - $4,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The Early College and STEM/PTECH will provide high-quality instructional resources and support to maintain state designations. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: Outcome-based-measures (OBM) Summative: Early College - TSI Scores 15+ College Credits - 65% Completing College Core - 30% Associate Degree - 40% Direct to College Involvement 2 year or 4 year - 45% STEM/PTECH - 15+ College Credit - 55% Industry-Based Certification - 20% TSI Reading - 70% TSI Math - 55% **Staff Responsible for Monitoring:** Dean of Early College High School STEM/PTECH Academy Principal Director of Innovative Programs Director of Advanced Academics				

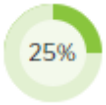
Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Sheldon ISD developed an effective school library program to provide students an opportunity to develop digital literacy skills and improve academic achievement through the use of literacy. (Description 13) **Strategy's Expected Result/Impact:** Monthly reports **Staff Responsible for Monitoring:** Librarians, Director of Innovative Programs				

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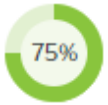
Goal 2: SISD will attract, develop and retain highly effective staff.

Performance Objective 1: By June 2024, the district teacher turnover will be maintained at 16%.

Evaluation Data Sources: The district will review the staff retention rate at the end of the 2023-2024 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide leadership training for all principals, assistant principals, district administrators, and district coordinators to improve teaching and learning as well as to develop a positive school culture and climate for all teachers, including inexperienced or out-of-field teachers. (Description 2) (This includes attending trainings and conferences to support building leadership capacity.) August 2023 - September 2024 (Coaching training) Monthly principal PLCs, Monthly Assistant Principal PLCs, and monthly Academic Leadership Team meetings to improve tier I instruction. August, September, October, November 2023, January, February, March, April, May, June 2024 **Strategy's Expected Result/Impact:** Formative: Campus visits and observations Accountability binder review Summative: T-PESS Evaluation **Staff Responsible for Monitoring:** Deputy Superintendent of Academics **Funding Sources:** Professional Development - 199-General funds - $4,000, Professional Development - 255-Title II - $2,500, Professional Development - Coaching model - 281 ESSER II - $18,000, Travel to Conferences (out-of-state) - 211-Title I - $12,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: *Provide an alternate plan for training and assessment for the paraprofessional certification process. * Instructional paraprofessionals may attend professional development with classroom teachers. * Provide paraprofessionals with training and resources to assist them in working with teachers and students. October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024, July 2024 Based on need **Strategy's Expected Result/Impact:** Formative: Training plan for all paraprofessionals as required under NCLB/ESSA Observations Summative: Sign-in sheets Certificates Data reports generated from Eduphoria **Staff Responsible for Monitoring:** Director of Human Resources				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Through the SISD Mentor Program, provide mentor support to inexperienced and out-of-field first-year and second-year teachers. (Description 2) July 2023, August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: Training certificate for participants Sign-in sheets Program agendas Mentor results from observations Summative: Teacher survey (Facilitated Dec. 2021 and Apr. 2022) New teacher survey results and post-needs assessment Teacher retention rates Program Evaluation **Staff Responsible for Monitoring:** Director of Teaching and Learning Mentors Principals **Funding Sources:** Mentor stipends and substitutes to support coaching model - 199-General funds - $25,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide training for the Federal Programs Department, After School Program Project Director and Parent/ Family Engagement Specialist by attending Local, State, and National Conferences and other workshops/training as required or deemed necessary to fulfill the requirement of the grant. Recruit future and retain current Sheldon ISD employees. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024) **Strategy's Expected Result/Impact:** Increase program effectiveness in meeting program goals and expectations. **Staff Responsible for Monitoring:** Director of Federal Programs & Grants and the Project Director	25%	50%	100%	100%

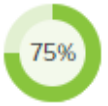
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Create a marketing campaign to recruit, hire and retain future and current Sheldon ISD employees. **Strategy's Expected Result/Impact:** Assist recruitment at job fairs by establishing a robust website, marketing material and supplies for recruiting trips. **Staff Responsible for Monitoring:** Directors of Human Resources, Executive Director of Communications	50%	70%	75%	100%

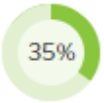
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Goal 2: SISD will attract, develop and retain highly effective staff.

Performance Objective 2: By Spring 2024, we will attract, support, and retain effective experienced teachers with average years of experience not to fall below 5 years experience.

Evaluation Data Sources: The district will conduct a monthly evaluation of the number of classrooms taught by highly effective teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To hire and maintain highly effective and appropriately state-certified teachers. July 2023, August 2023, October 2023, November 2023, January 2024, February 2024, April 2024, May 2024, June 2024, July 2024 **Strategy's Expected Result/Impact:** Formative: Teacher certification Teacher reports Summative: Teacher certification Exception/Waiver reduced by 25% annually **Staff Responsible for Monitoring:** Director of Human Resources and Director of Multilingual Programs **Funding Sources:** Materials and resources to support recruitment - 199-General funds - $500, Materials and resources to support recruitment - 263-Title III - $500				

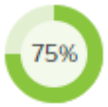
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development to support campus administrators in building and maintaining highly effective staff by implementing and conducting learning walks on each campus. (Provide mentors for all campus principals to support the attainment of campus goals and objectives.) September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024 Conducted weekly **Strategy's Expected Result/Impact:** Formative: Tracking teacher performance on T-TESS Monthly walk throughs Summative: Teacher T-TESS results **Staff Responsible for Monitoring:** Deputy Superintendent of Academics **Funding Sources:** Professional Development - Coaching and mentoring - 255-Title II - $15,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SISD will continue to build positive relationships with parents, families, and community members.

Performance Objective 1: By June 2023, 100% of the campuses will meet all expectations at level one (Meets Compliance) on the parent engagement implementation rubric on building home/school partnerships.

Evaluation Data Sources: Parent and Family Engagement Implementation Rubric results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the number of family communication channels by implementing text messages, email newsletters. videos/tips for families to help children with homework, a webpage to explain State assessments, and a New to Sheldon ISD webpage in languages parents can understand. (There will be a special focus on Emergent Bilingual Students to meet Title III requirements) (Description 7, 9) Monthly: July 2023, August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Parents will opt in to receive text messages and will feel more informed of upcoming events and learning opportunities through email. Formative: Calendar of monthly parent/community events Number of opt-in messages Email responses Parent feedback sheets Spotlights in social media and newsletters Summative: Parent engagement surveys show parents feel informed Use of the Title 3 Engagement Tool **Staff Responsible for Monitoring:** Director of Communication & Community Partnership, Executive Director of Federal Programs & Grants, & Director of Multilingual Programs **Funding Sources:** Instructional materials and resources - 211-Title I - $1,000, Instructional materials and resources - 263-Title III - $2,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parents, business partners, and community members will be active participants in the decision-making process at the district level by serving on the District-Wide Instructional Improvement Council (DWIIC) for the 2023-2024 school year. (Description 7) November 2023, December 2023, February 2024, and March 2024 **Strategy's Expected Result/Impact:** Parents and community members will be active participants in decision-making on the campuses. Formative: District-Wide Instructional Improvement Council (DWIIC) meeting agendas, sign-in sheets, and meeting minutes. Summative: Results from the parent/community surveys **Staff Responsible for Monitoring:** Director of Teaching and Learning, Assistant Superintendent of Teaching and Learning **Funding Sources:** Supplies and materials for parent activities - 199-General funds - $500, Childcare - 211-Title I - $500	30%	65%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide parents, families, and community members the opportunities to attend training and workshops, including resources, to build effective home/school/community partnerships that will support and impact student learning. This includes parents attending the Statewide Parent Involvement Conference if allowed. Monthly: August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024, July 2024 & August 2024 **Strategy's Expected Result/Impact:** Formative: Sign-in sheets, agendas, minutes, handouts, etc. Calendar of monthly events Summative: Feedback sheet/Survey results **Staff Responsible for Monitoring:** Parent, Family, & Community Partnership support team Title I Parent & Family Engagement Specialist Director of Federal Programs & Grants, Principals Director of Multilingual Programs Director of Early Childhood Programs **Funding Sources:** Training materials - 211-Title I - $1,000, Parent/Family/Community resources - 263-Title III - $5,000, Attend Parent Engagement Workshops and Events offered by Region 4 ESC - 211-Title I - $500, Parent & Family Engagement Specialist - 211-Title I - $35,000, Parent & Family Engagement Specialist - 269 21st Century After-School Program (Cycle 11) - $35,000	45%	60%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Quarterly, facilitate at least one parent engagement event for Gifted and Talented parents. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Formative: sign-in sheets Summative: Participation Impact: Parents will be able to implement strategies to advocate for and to support GT students **Staff Responsible for Monitoring:** Director of Advanced Academics, Gifted and Talented Specialist **Funding Sources:** - 199-General funds				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Host monthly community engagement events related to college access. October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023 **Strategy's Expected Result/Impact:** Formative/Summative: Sign-in sheets Result: Increase community and family engagement in career planning and postsecondary readiness Impact: Students graduate with career and postsecondary plans **Staff Responsible for Monitoring:** College Success Advisor. GEAR UP Coordinator, Director of Career and Technical Education, and Work-based Learning Coordinator **Funding Sources:** - 199-General funds - $3,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Facilitate a reading program across the district to motivate and engage students and parents to read together while developing reading and language skills for all students through the "Little Free Libraries for Pre-k - 5 and Sheldon READ program for grades 6-12. This project supports well-rounded instruction as the focus of the literature is on all content areas, including STEM, in English, and Spanish. September 2023, November 2023, December 2023, February 2024, March 2024, and May 2024 **Strategy's Expected Result/Impact:** Formative: Number of parents/students picking up and returning books. Number of responses to parent feedback sheet. Summative: Number of parents/students picking up and returning books. Number of responses to parent feedback sheet. **Staff Responsible for Monitoring:** Executive Director of Innovative Programs and Director of Federal Programs & Grants **Funding Sources:** Literature books and instructional materials - 287-Title IV - $4,000	55%	55%	90%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide services and support to students identified as homeless that will increase student performance such as transportation, clothing, school supplies, social services, free/reduced meals, etc. August 2023, October 2023, December 2023, February 2024, April 2024 **Strategy's Expected Result/Impact:** Formative: Student information sheet Summative: Parent/Student survey/feedback **Staff Responsible for Monitoring:** Assistant Superintendent of Student Services	50%	85%	90%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Sheldon ISD will offer an After School Program that will provide support through workshops and training that will be engaging and informative for parents, families, and community members that can have a positive impact on student learning and overall growth. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024) **Strategy's Expected Result/Impact:** Parents will attend a minimum of two sessions throughout the school year. Parent engagement reports will be provided monthly **Staff Responsible for Monitoring:** After School Program Project Director After School Program Parent Engagement Specialist Director of Federal Programs and Grants	55%	55%	80%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Sheldon ISD will provide homeless children and youth support in enrollment, attendance, and success in collaboration with Harris County Community Youth Services to ensure academically successful students under the McKenney-Vento Homeless Assistance Act. (Description 6) August 2023, October 2022, January 2023, February 2024, April 2024, and May 2024 **Strategy's Expected Result/Impact:** Parents will feel supported that learning opportunities will be provided to their child. **Staff Responsible for Monitoring:** Assistant Superintendent of Student Services **Funding Sources:** CYS Worker - 199-General funds - $44,000	85%	85%	90%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Sheldon ISD will provide a Targeted Assistance program upon identification and in collaboration with Harris County Community, Youth Services to provide appropriate educational services for neglected or delinquent children in community day school programs. (Description 5) August 2023, October 2023,, December 2023, February 2024, and May 2024 **Strategy's Expected Result/Impact:** Provide learning opportunities and support neglected students **Staff Responsible for Monitoring:** Assistant Superintendent of Student Services	100%	100%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Implement ParentSquare to establish a new two-way communication tool to be used for mass notification and classroom communication with families and schools. **Strategy's Expected Result/Impact:** 100% of families and staff using ParentSquare as the two-way communication channel for Sheldon ISD **Staff Responsible for Monitoring:** Executive Director of Communications	100%	100%	100%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Establish and redesign a new website for the district and schools. **Strategy's Expected Result/Impact:** A new website will be designed to meet the feedback from staff and families to serve as an informative communication tool for the Sheldon ISD community. **Staff Responsible for Monitoring:** Executive Director of Communications	50%	75%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: SISD will continue to build positive relationships with parents, families, and community members.

Performance Objective 2: By June of 2024, Counselors will provide guidance counseling and individual/group counseling to 100% of students to support academic, social, and emotional learning.

Evaluation Data Sources: Office sign in sheets, Skyward guidance monthly reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PK-12th grade counselors will provide guidance counseling and individual/group counseling to 100% of students to support academic, social, and emotional learning. August 2023 - July 2024 **Strategy's Expected Result/Impact:** Students and families will receive support when barriers in academic, social, and emotional learning are identified through classroom guidance and individual/group counseling. Summative: Pk - 12th - counselors will pull their monthly report on the number of students they have met individually or in small groups. Each campus's goal is to meet with 10 - 15% of its student population each month. **Staff Responsible for Monitoring:** Campus Counselors, Lead Counselors, Principals, Director of Guidance and Counseling	50%	50%	85%	100%

No Progress



Accomplished


Continue/Modify


Discontinue

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

Performance Objective 1: Sheldon ISD will provide a safe and secure learning environment for students as measured by the Texas safety Audit reports and the federal safe school report.

Evaluation Data Sources: Anonymous Alerts information

Summative Evaluation: Met Objective

Next Year's Recommendation: Utilize the WeTip 2.0 Anonymous Alert reporting software as part of the Catapult EMS to report safety concerns.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the Anonymous Alerts program for students to report safety concerns. August 2023, October 2023, December 2023. March 2024 and May 2024 **Strategy's Expected Result/Impact:** Increased response to mental health and safety concerns. **Staff Responsible for Monitoring:** Assistant Superintendent of Support Services Director of Security & Emergency Management				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor all safety checkpoints included on the annual safety audit report to ensure compliance with processes and procedures on all district and campus facilities. August 2023, November 2023, February 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** All district and campus facilities will be 100% in compliance with processes and procedures to pass all checkpoints included in the annual safety audit. The district will review data provided by the annual safety report for each campus. **Staff Responsible for Monitoring:** Director of Security & Emergency Management **Funding Sources:** - 429 School Facility Enhancement Grant (Cycle 1) - $1,962,326				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide training for all educators, who interact with students on a regular basis, in Suicide Awareness and Bullying Prevention through Safe Schools to improve school conditions for learning. (Description 1) August 2023, December 2023 and May 2024. **Strategy's Expected Result/Impact:** All staff who interact with students on a regular basis will be capable of responding to students experiencing trauma 100% of all educators who interact with students on a regular basis will complete Trauma Informed Care training. **Staff Responsible for Monitoring:** Asst. Supt. of Administrative Services Director of Human Resources	75%	90%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize the TCHATT program in partnership with Texas Children's Hospital and Baylor University to provide mental health services for students experiencing onset psychosis, bipolar, or needing outside mental health services as measured by student referrals. August 2023, October 2023, December 2023, March 2024 and May 2024. **Strategy's Expected Result/Impact:** Students who are experiencing onset bipolar and psychosis or crisis will be able to access professional mental health services at no cost. **Staff Responsible for Monitoring:** Director of Guidance and Counseling	5%	5%	75%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide additional behavior technicians to support campuses, purchase supplies to support SEL small group lessons, train administrators in alternatives to suspensions, and identify the areas of need utilizing the 7-Mindsets Social Emotional Learning curriculum to improve school conditions for student learning. (Description 1) August 2023, September 2023, October 2023, November 2023, December 2023 January 2024, April 2024, June 2024, July 2024 **Strategy's Expected Result/Impact:** Student discipline will be handled in an equitable manner resulting in risk ratios of 2.5 or less in ISS placements of Special Needs students. **Staff Responsible for Monitoring:** Asst. Superintendent of Teaching and Learning Executive Director of Special Education **Funding Sources:** Training - 224-Special Education Grant Funds - $0, Support Staff - 224-Special Education Grant Funds - $0, 7-Mindsets Curriculum - 224-Special Education Grant Funds	100%	100%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Facilitate Police Interaction training for all high school students before graduation through the use of "Flashing Lights" police interaction video and/or student assemblies with the Harris County Precinct 3 Constables Office. September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024 as measured by police interaction training dates listed on student transcripts. **Strategy's Expected Result/Impact:** Students will gain awareness of how to interact with police should they be pulled over during a traffic stop or other incident. Police Interaction training dates listed on students' transcripts **Staff Responsible for Monitoring:** C.E. King High School Principal Director of Security & Emergency Management	20%	100%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Secondary campuses will implement Assurance Therapeutic Services to provide social-emotional responsive services and behavioral interventions before out-of-classroom assignments. 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:** Student discipline will be handled equitably, resulting in risk ratios of 2.5 or less in ISS placements of Special Needs students. **Staff Responsible for Monitoring:** Director of Guidance And Counseling **Results Driven Accountability**	10%	10%	70%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Utilize STOP (Stop-Talk-Overcome-Pain) to deliver mental health awareness training to campus and district staff, incorporating their suicide prevention assemblies at middle and high schools . 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:** To provide social-emotional support for students. **Staff Responsible for Monitoring:** Asst. Superintendent of Administrative Services **Funding Sources:** - 287-Title IV - $10,000	10%	10%	85%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Sheldon ISD will utilize the A2A program to monitor and support school attendance on all campuses. (Description 4) September 2023, December 2023, March 2024, May 2024 **Strategy's Expected Result/Impact:** Increase attendance on each campus through monthly reports **Staff Responsible for Monitoring:** Director of Student Services				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Sheldon ISD will implement a district-wide PBIS program to support the efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with a high rate of discipline, disaggregated by each of the subgroups of students. (Description 11) September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, and May 2024 **Strategy's Expected Result/Impact:** To reduce discipline referrals and students placed in OCS, ISS, etc., by reviewing data with assistant principals at monthly meetings. **Staff Responsible for Monitoring:** Assistant Superintendent of Student Services				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: All campuses shall spend at least 90% of their campus allocated funds by the end of the school year in accordance with the Campus Improvement Plans.

Evaluation Data Sources: Review of campus allocated funds spending using Budget Evaluation Rubrics in December, March and May.
Review of quarterly grant funds draw downs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training in fiscal management for all campuses and departments. July 2024, August 2024, September 2024, October 2024, and February 2025 **Strategy's Expected Result/Impact:** Formative: Number of deferred affidavits submitted by each department Monthly tracking reports Summative: End of year tracking report **Staff Responsible for Monitoring:** Chief Financial Officer and Director of Federal Programs/Grants **Funding Sources:** Budget training - 199-General funds - $1,000	50%	50%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor the fiscal management for all campuses and departments to protect the assets of the district and to ensure that all financial transactions are performed in accordance with generally accepted accounting practices. September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, & June 2024 **Strategy's Expected Result/Impact:** Formative: Percentage of Federal and State funds depleted by December, February, April, and June Summative: Periodic and End of Year Budget Reports Number of deferred affidavits submitted by each campus and department **Staff Responsible for Monitoring:** Chief Financial Officer and Director of Federal Programs and Grants **Funding Sources:** - 199-General funds - $600	40%	50%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct regular budget meetings and training sessions to support the work of the campus and department secretaries to facilitate the following: 1. Review budget reports to ensure funds are spent appropriately 2. Ensure basic accountability 3. Address pressing management issues 4. Provide overall support 5. Ensure all expenditures support the overall goal of achieving academic success for all students September 2023, October 2023, January 2024, and February 2024 (April 2024, if warranted) **Strategy's Expected Result/Impact:** Formative: Meeting agendas and sign-in sheets Monthly budget reports reflect the following results: 1. 50% of Title I budget depleted by December 2023 2. 80% of the Title I budget depleted by March of 2024 3. 90% or more of the Title I budget depleted by May of 2024 Summative: Budget report (95% of funds depleted or encumbered by the end of the school year) **Staff Responsible for Monitoring:** Director of Federal Programs and Grants **Funding Sources:** Training - 199-General funds - $600	25%	45%	75%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop a process to analyze the district's current budget and align spending with district goals to verify that overall budget cost does not increase more than proportionate to student enrollment increase (excludes COVID-19-related expenses). November 2023, December 2023, January 2024 **Strategy's Expected Result/Impact:** Formative: Extract budget and expenses at the end of each month from Skyward Business Make budget transfers as needed to align with spending needs of the District Project expenses until the end of the year and compares against the established budget Monthly budget data and spending analysis by Chief Financial Officer Summative: Review final budget reports to ensure compliance with processes and procedures **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** - 199-General funds - $600	25%	45%	100%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Analyze the current use of resources to determine the impact on school improvements through program evaluation. October 2023 and May 2024 **Strategy's Expected Result/Impact:** Extract budget established for G/T, CTE, SPED, SCE, and BL from Skyward Business Project expenses for each category for the whole school year Compare total projected expenses to required percentage established by TEA **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** - 199-General funds - $600	15%	50%	80%	→

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

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

Performance Objective 2: SISD shall improve tax collection process to reach 98% tax collection to maintain revenue inflow for the District.

Evaluation Data Sources: Tax collection report with current year tax collection and total tax roll presented to the Board of Trustees in June

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The tax rate is adopted and tax statements are sent out to the taxpayers. August 2023, September 2023, October 2023, November 2023 **Strategy's Expected Result/Impact:** Formative: Approval of tax rate by the Board of Trustees Tax Statements provided to the third party for mailing them out Summative: Current year tax collection report by the tax office, tax collection report to the Board of Trustees **Staff Responsible for Monitoring:** Chief Financial Officer	15%	35%	70%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor current year tax collections. Mail out the second round of tax statements to delinquent taxpayers. January 2024, February 2024, March 2024 **Strategy's Expected Result/Impact:** Formative: Top ten taxpayers are paid by the due date of January 31, 2024 Taxpayer concerns are addressed with tax collection attorney or with Harris County Appraisal District Summative: *March tax collection report showing at least 90% Collection of current year taxes **Staff Responsible for Monitoring:** Chief Financial Officer	25%	55%	80%	→

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

District Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Assessment software		$68,750.00
1	1	3	PD Coaching for implementation		$55,000.00
1	6	1			$0.00
1	6	2			$0.00
1	7	1	TSI Assessments and Preparation Resources		$0.00
1	7	3	Resources and extended time for Professional Learning		$0.00
1	7	6	Instructional resources, materials, and professional development		$45,000.00
1	7	7			$3,000.00
1	7	8			$2,500.00
1	8	3	Professional Development Registrations		$7,500.00
1	8	4			$2,000.00
1	8	7			$0.00
1	8	8			$6,000.00
1	9	2	Student Materials		$0.00
1	10	4	Instructional Materials		$4,000.00
2	1	1	Professional Development		$4,000.00
2	1	3	Mentor stipends and substitutes to support coaching model		$25,000.00
2	2	1	Materials and resources to support recruitment		$500.00
3	1	2	Supplies and materials for parent activities		$500.00
3	1	4			$0.00
3	1	5			$3,000.00
3	1	9	CYS Worker		$44,000.00
5	1	1	Budget training		$1,000.00
5	1	2			$600.00
5	1	3	Training		$600.00
5	1	4			$600.00

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	5			$600.00
				Sub-Total	$274,150.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	8			$0.00
				Sub-Total	$0.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional development		$5,000.00
1	1	1	Instructional materials		$20,000.00
1	1	3	Instructional resources		$6,000.00
1	8	6	Campus Instructional Specialists & Title I Interventionists		$2,000,000.00
2	1	1	Travel to Conferences (out-of-state)		$12,000.00
3	1	1	Instructional materials and resources		$1,000.00
3	1	2	Childcare		$500.00
3	1	3	Training materials		$1,000.00
3	1	3	Attend Parent Engagement Workshops and Events offered by Region 4 ESC		$500.00
3	1	3	Parent & Family Engagement Specialist		$35,000.00
				Sub-Total	$2,081,000.00

255-Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional development		$10,000.00
1	1	1	Literacy Coaches		$147,000.00
1	8	5	Innovative Program Support		$175,000.00
2	1	1	Professional Development		$2,500.00
2	2	2	Professional Development - Coaching and mentoring		$15,000.00
				Sub-Total	$349,500.00

263-Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00

263-Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	2			$0.00
1	7	6	Professional development and instructional materials		$1,000.00
2	2	1	Materials and resources to support recruitment		$500.00
3	1	1	Instructional materials and resources		$2,500.00
3	1	3	Parent/Family/Community resources		$5,000.00
				Sub-Total	$9,000.00

244-Perkins V Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	2	Naviance Success Program		$25,000.00
1	7	6	Instructional resources and materials		$100,000.00
1	7	7			$3,000.00
1	8	4			$5,000.00
				Sub-Total	$133,000.00

224-Special Education Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1			$0.00
1	6	2	Professional development, instructional materials, assessment materials		$0.00
1	9	2	Professional development, materials for assessment		$0.00
4	1	5	Training		$0.00
4	1	5	Support Staff		$0.00
4	1	5	7-Mindsets Curriculum		$0.00
				Sub-Total	$0.00

185 Region 4 Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	1	Instructional materials to support Power UPs		$2,000.00
1	8	3	Instructional materials to support Power UPs		$2,000.00
				Sub-Total	$4,000.00

287-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Instructional materials		$1,500.00

287-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Academic support from staff		$5,000.00
1	3	1	Professional Development		$10,000.00
1	8	1	Instructional materials to support Power UPs		$7,500.00
1	10	1	Interactive System		$27,000.00
1	10	1	Instructional materials and programs		$5,500.00
1	10	2	Additional pay for instructor providing additional learning time		$4,000.00
1	10	3	Extra Duty pay for staff working after school and on Saturdays		$20,000.00
1	10	3	Instructional materials		$11,000.00
1	10	3	Professional Development		$5,000.00
3	1	6	Literature books and instructional materials		$4,000.00
4	1	8			$10,000.00
				Sub-Total	$110,500.00

274 GEAR UP Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1	Preparation Materials		$0.00
1	7	2	Instructional Resources and Materials		$100,000.00
1	7	4	Professional Development, supplies, web-based software, transportation, personnel		$123,000.00
1	7	5	Advising Resources and Personnel		$0.00
				Sub-Total	$223,000.00

281 ESSER II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Instructional materials		$25,000.00
1	2	3	TARGET PRACTICE BOARDS		$1,600.00
1	2	4			$50,000.00
1	2	5			$1,000.00
1	3	2			$10,000.00
1	8	1	Instructional materials to support Power UPs		$15,000.00
2	1	1	Professional Development - Coaching model		$18,000.00
				Sub-Total	$120,600.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Administrator support		$0.00
1	1	6	Instructional materials		$10,000.00
1	9	1	Additional Interventionists		$200,000.00
1	10	2	Masterclass Interventions		$10,000.00
				Sub-Total	$220,000.00

269 21st Century After-School Program (Cycle 11)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Parent & Family Engagement Specialist		$35,000.00
				Sub-Total	$35,000.00

427 Technology Lending Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	10	3	Devices to support teaching and learning		$210,000.00
				Sub-Total	$210,000.00

429 School Facility Enhancement Grant (Cycle 1)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2			$1,962,326.00
				Sub-Total	$1,962,326.00

Addendums

Sheldon Independent School District

Administrative and District Information

Board of Trustees			**Expires**
President:	Position # 4	Fred Rivas	2026
Vice-President:	Position # 1	Angela Cormier	2024
Secretary:	Position # 7	Erika Martinez	2026
Members:	Position # 2	Latricia Archie	2024
	Position # 3	Eileen Palmer	2024
	Position # 5	Kristin Williams-White	2026
	Position # 6	Devora Myles	2026

Administrative Officials	
Superintendent	Dr. Demetrius McCall
Deputy Superintendent of Academics	Karen Gallow
Chief Financial Officer	Abraham George
Assistant Superintendent of Administrative Services	Dr. Brenda Dearmon
Assistant Superintendent of Student Services	James R. Webster
Assistant Superintendent of Educational Services	Juan Duenas
Assistant Superintendent of Teaching and Learning	Dr. Donald Stewart

District Officials	
Constable	Ken Jones
Executive Director of Special Education	Brooke Douget
Executive Director of Facilities	Dr. Raffat Saeed
Executive Director of Innovative Programs	Becky Zalesnik
Director of Multilingual Programs	Suzanne Caballero
Director of Teaching and Learning	Dr. Rachelle Ysquierdo
Director of Early Childhood	Dr. Denise Mustin
Director of Career and Technical Education	Bonita Taylor
Director of Guidance and Counseling	Jennifer Williams
Director of Federal Programs/Grants	Tacarra Williams

District Officials	
Executive Director of Communications	Emily Conklin
Director of Athletics	Derek Fitzhenry
Director of Operations & Safety	Leroy Bradley
Director of Transportation	David Baxter
Director of Child Nutrition	Robert Green
Director of Technology	Andre Seals
Director of Research, Assessment, & Data	Kelechi Bradley
Director of Human Resource	Eugene Williams
Director of Human Resource	Dr. Roxanne Wyatt
Director of Fine Arts	Daniel Pfannstiel
Director of Student Services	Ashley Sampson

Campus Administrators	
Principal, C. E. King High School	Jillian Howard
Dean of the Sheldon Early College High School	Nancy Orellano
Principal, 9th Grade Campus	Dr. Amber Grady
Principal, KASE	Jumana Mills
Principal, King Middle School	Edward Taylor
Principal, Michael Null Middle School	Roberto Gonzalez
Principal, Carroll Elementary	Dr. Veronica Garza

Campus Administrators	
Principal, Garrett Elementary	Chad Davis
Principal, Royalwood Elementary	Jesus Altamirano
Principal, Sheldon Elementary	Jana Rolling
Principal, Sheldon Lake Elementary	Jacqueline Herrera
Principal, Stephanie Cravens, ECA	Maria Vives
Principal, Sheldon ECA	Joel Leal
Principal, Monahan Elementary	Jenita Bolware

General Information	**Administration Building**	281-727-2000	**Tax Office**	281-727-2074	
Mailing Address	11411 C. E. King Pkwy	Houston, Tx. 77044	Mailing Address	11411 C. E. King – Suite A	Houston, Tx. 77044
Office Hours	School Year	8:00 AM to 4:00 PM – Mon. thru Fri	Office Hours	8:00 AM to 4:00 PM Mon.-Fri.	
	Summer Hours	7:00 AM to 5:00 PM – Mon. thru Thur			

❖ **Board Meetings** 3rd Tuesday of each month at 7:00 PM Administration Building ***District Website*** www.sheldonisd.com

District Enrollment (as of 7/2023)	10,133	Largest Taxpayer:	Equistar Chemical LP
School Instructional Employees (On Data Suites data 2023)	1,407 positions	2019 SISD Tax Rate:	$1.44 per $100 of value
Square Miles in District	52 sq miles	2020 SISD Tax Rate:	$1.50 per $100 of value

Sheldon Independent School District
District Self-Evaluation of District Improvement Planning Process
for
2023-2024

Sheldon ISD
Every Child, Every Day.

STATEMENT OF ASSURANCE: The District Academic and Administrative Support teams worked collaboratively to complete the Self–Evaluation of the District Improvement Plan from the previous school year (2022 - 2023) in order to establish goals and objectives for the 2023-2024 school year. The District Decision-Making and Planning Committee, known as the District-Wide Instructional Improvement Council (DWIIC), provided input into the development of the District Improvement Plan (DIP).

Demetrius McCall
Name of Superintendent
(Please Print)

Signature of Superintendent

Rachelle Ysquierdo
Name of DWIIC Chairperson
(Please Print)

Signature of DWIIC Chairperson
District Committee

Teresa Autry
Name of DWIIC Secretary

Signature of DWIIC Secretary

SISD DROP-OUT PREVENTION PLAN
GRADES 7 – 12

SISD plans for and implements an effective, cohesive drop-out prevention plan for at-risk students in all grades. The targeted plan outlined below was developed to focus resources in grades 7 – 12.

Affective Support:

- **Certified school counselors for every campus and grade level**
- **Community College Educational Planner**
- **College Advising Services via Advise Texas College Advising Corps (TCAC)**
- **Certified district social worker**
- **Referrals to family service agencies**
- **Homeless Liaison and District Homeless Plan**
- **Volunteer mentor program**
- **PALS program**
- **Professional Learning Communities**
- **AVID Program** (Advancement Via Individual Determination)

Academic Support:

- **Credit recovery programs offered at Middle and Senior High School**
- **Course acceleration offered at Middle and Senior High DAEP programs**
- **Morning or after school tutorials offered with free transportation**
- **Summer School programs offered to at-risk students for reduced fees**
- **Summer School fees waived for student in discipline settings for more than 10 days**
- **Free KHS STAAR/EOC summer program offered to students requiring additional test administrations**
- **Computer assisted instruction offered in grades 7-12**
- **King High School participated in Leadership Academies**
- **Personal graduation plans developed for every student in grades 8-12**
- **Extended Class Time**
- **Advanced Academics Vertical Teams**
- **Advise Texas Adviser at KHS**
- **Dual credit academic courses offered at KHS site**
- **Sheldon Early College High School**
- **SAT administration at KHS (November & May)**
- **SAT Prep-Classes offered fall and spring at no cost to student**

Coordination of Instructional Strategies, Programs, and Services

Provided by Sheldon ISD

2023-2024

- The District will work collaboratively with campuses to coordinate all local, state, and federal fund sources for the purpose of the advancement of student success.
- Campus Instructional Specialists (Reading/Math/Science/Social Studies)
- District Curriculum Coordinators for all core subject areas
- Coordinator of Innovative Programs to support the STEM program and the integration of technology in the classroom
- Use of technology for attendance and grade recording, all grade levels
- Technology Voice Enhancers
- Character Education programs and Professional Development
- CTE Programs (Carl D. Perkins-Career and Technical Education)
- Technology Labs and Computers on Wheels (COWs)
- GT Training
- Advanced Classes, AP and Pre-AP program
- GT Program and GT Enrichment
- Pre-Kindergarten Classes- for 3 and 4 year olds
- Texas Accelerated Reading and Math Initiatives
- 3-Tiered Intervention Programs for Response to Intervention Mandate of Programs (RtI)
- Individuals with Disabilities Education Act (IDEA) programs
- STAAR/EOC Remediation and Acceleration Supplies and Programs
- SCE funding of (partial) DAEP and program salaries
- Dual Language Program
- Transportation for Extended-Day and Year Programs
- Team Teach Model (SPED)
  MClass Reading & Math
- Reading Plus (Secondary only)
- 21st Century Community Learning Centers (CCLC) Pre-k - 12
- Partnership Grant for After School Program Pre-K – 5th
- constables
- Drug Survey to Students
- Counseling programs such as Journey of Hope (K-12)
- Homeless Liaison (McKinney-Vento Homeless Assistance Act)
- Coordinator for Truancy & Safety Compliance
- Support for students receiving free/reduced meals
- Project GRAD
- ISS, DAEP, Detention, Saturday School, etc.
- Peer Mediation programs
- Bully Proofing programs (Provided by Erate)
- Dating Violence Prevention
- Title I staff and programs
- Inclusion Strategies, Student Support Services
- Section 504 Supports
- ESL Program
- PPTO Sponsorship
- Academic Decathlon
- Interactive Journals
- Professional Learning Communities
- Sheldon Early College High School
- MECA (dual credit) Modified Early College Academy
- New Arrival Center for ELL students
- AVID (Advancement via Individual Determination)
- UIL Academics
- Academic Coaching for teachers
- Intervention Specialist (HS)
- Edgenuity for Credit Recovery
- Evening STAAR/EOC tutorials (Also provided for out-of-school testers)
- Career Education (Elementary)

HOMELESS EDUCATION PLAN

FOR
TITLE I SERVICES TO CHILDREN

Services provided to homeless students will include:

- Transportation services to school;
- Access to all school facilities and services;
- Free breakfasts and lunches;
- Clothing for compliance with SISD's dress code;
- All necessary school supplies;
- Assistance with immunizations
- Acquisition of birth certificate, if needed

Homeless Liaison:
James R. Webster
281-727-2013
jameswebster@sheldonisd.com

Revised 9.29.19

Sheldon Independent School District

2019 - 2023 Accountability Ratings Overall Summary								
	2019 Overall		2021 Overall		2022 Overall		2023 Overall	
Campus Name	Score	Rating	Score	Rating	Score	Rating	Score	Rating
SISD	85	B	78	B	82	B		
GE	59	F	49	F	87	B		
CE	71	C	55	F	88	B		
ME	69	D	50	F	85	B		
LE	N/A	N/A	56	F	79	C		
RE	83	B	66	D	86	B		
SE	79	C	54	F	88	B		
KMS	72	C	57	F	73	C		
NMS	70	C	57	F	67	D		
KHS	85	B	79	C	80	B		
KASE	85	B	82	B	86	B		

Campus Attendance Rates for Students

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate
Sheldon ISD	96.07	96.39%	94.14%	91.23%	92.10%
Cravens Early Childhood Academy	95.96	96.04%	93.31%	90.77%	90.80%
Sheldon Early Childhood Academy	93.78	95.19%	93.44%	90.96%	90.90%
Carroll Elementary	97.61	97.65%	95.69%	94.59%	94.50%
Garrett Elementary	97.44	97.22%	92.74%	93.30%	93.40%
Monahan Elementary	97.51	97.13%	94.68%	94.60%	93.90%
Royalwood Elementary	97.91	97.59%	95.65%	94.60%	94.30%
Sheldon Lake Elementary	N/A	97.27%	94.88%	93.27%	94.30%
Sheldon Elementary	97.72	97.12%	93.29%	93.82%	94.10%
M. R. Null Middle School	97	96.98%	96.26%	92.69%	93.30%
C.E. King Middle School	97.09	97.11%	95.84%	92.85%	93.90%
C.E. King High School	93.6	94.85%	93.14%	87.13%	89.30%
KASE	Flex-minutes	86.61%	66.27%	Flex-minutes	Flex-minutes

DISTRICT DISCIPLINE SUMMARY REPORTS
Comparison
2019 & 2020, 2021, 2022, 2023

Disciplinary Codes and Translations	District Totals				
	2019	2020	2021	2022	2023
02 conduct punishable as a felony.....	10	3	0	0	3
04 possessed, sold, or used marijuana or other controlled substance.....	50	82	13	111	162
05 possessed alcoholic beverage.....	3	13	1	4	6
11 used/possessed a firearm	1	0	0	0	0
14 used/possessed prohibited weapon.....	1	0	0	0	0
21 violation of C of C not included under TEC 37.005.....	3111	2,649	1091	9381	8575
22 criminal mischief.....	3	0	2	12	0
26 Terroristic Threat TEC 37.006 (a) (1)	3	0	2	3	5
27 assault against school employee/volunteer under Penal Code Section 22.02.....	19	2	0	5	2
28 assault under Penal Code Section 22.02 against someone other than a school district employee or volunteer.....	15	21	0	14	14
33 possessed, purchased, used or accepted a cigarette or tobacco product as defined in the Health and Safety Code.....	10	0	4	6	21
41 fighting/mutual combat.....	333	229	44	363	260

**Source: On Data Suite*

COMPARISON of 2021-2022 to 2022 - 2023	INCREASE	DECREASE	SAME
1. Student tobacco use (Code 33)	There was an increase that was mostly due to the use of vapes.		
2. Student alcohol or drug use (Codes 04 & 05)	Yes		
3. Student school violence (assault, threat, fighting) (Codes 27, 28, & 41)		Decrease	

Procedures for Reporting Allegations of Bullying

Sheldon ISD

The district prohibits bullying on school property, at school-sponsored or school-related activities, or in any vehicle operated by the district. Bullying may be verbal or written expression or expression through electronic means, or physical conduct. Bullying is not tolerated by the district and any student or parent of a student who believes that the student or another student has experienced bullying or that a student has engaged in bullying is encouraged to immediately report the incident. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited.

Students or parents may report an alleged incident of bullying, orally or in writing, to a teacher, counselor, principal or other district employee. Students or parents may contact the campus to obtain an incident report form that may be used to submit the complaint.

Please note that after submission of the complaint to the district employee, the district may assign the complaint to a campus administrator to follow up on the submitted complaint and any other important matters pertaining to the complaint. We encourage you to communicate with your designated campus administrator during this time.

More information about the district's bullying policy can be found at http://pol.tasb.org/Policy/Download/601?filename=FFI(LOCAL).pdf or your child's school.

Federal and State Funds

2023-2024

Title I Funds	Budget
Salaries	$594,000.00
Contracted Services	$8,495.00
Supplies and Materials	$8000.00
Travel	0.00
Capital Outlay	
Indirect Cost	$33,723.00
Total	$658,218.00

Title II Funds	Budget
Salaries	$457,620.00
Contracted Services	$10,427.00
Supplies and Materials	$2,000.00
Travel	$13,500.00
Indirect Cost 2.24	$6,617.00
Total	$490,164.00

Title III Funds	Budget
Salaries	$173,847.00
Contracted Services	$42,319.00
Supplies and Materials	$95,642.00
Travel	$27,000.00
Capital Outlay	
Indirect Cost	$4,636.00
Total	$343,444.00

Title IV Funds	Budget
Salaries & Extra Duty Pay	$133,498.00
Contracted Services	$7,000.00
Supplies and Materials	$22,100.00
Travel	$7,053.00
Capital Outlay	
Indirect Cost	$2,322.00
Total	$171,973.00

State Compensatory Education Funds	Budget
Salaries	$
Contracted Services	$
Supplies and Materials	$
Travel	$
Capital Outlay	$
Total	$

Glossary of Acronyms listed in the District Improvement Plan

1. ADA- Average Daily Attendance
2. ADI – Argument-Driven Inquiry for laboratory instruction
3. ALEKS: **A**ssessment and **LE**arning in **K**nowledge **S**paces
4. AP- Advance Placement
5. AVID – Advancement via Individual Determination
6. CBA- Curriculum-Based Assessment
7. CHAMPS: Conversation, Help, Activity, Movement, Participation
   (A Proactive and Positive Approach to Classroom Management)
8. CER – Claim Evidence Reasoning framework
9. CTE- Career and Technical Education
10. DAEP- Disciplinary Alternative Education Program
11. DIP- District Improvement Plan
12. DWIIC-District-Wide Instructional Improvement Council
13. ELD – English Language Development
14. EL – English Learners
15. ECHS – (Sheldon) Early College High School
16. EOC- End of Course Exam
17. GT - Gifted And Talented Education
18. IRIS- Immediate Response Information System
19. ITS- Instructional Technology Specialist
20. KASE – King Academic School of Excellence
21. KYSS Club – King Youth Standing Strong Eliminating Drugs
22. LSSP- Licensed Specialist in School Psychology
23. MECA- Modified Early College Academy

24. MELL- Mathematics for English Language Learners
25. PBMAS- Performance-Based Monitoring Analysis System
26. PDAS- Professional Development and Appraisal System
27. PEIMS- Public Education Information Management System
28. PLC- Professional Learning Communities
29. RtI- Response to Intervention
30. SART- Student Assistance Review Team
31. SCE- State Compensatory Education
32. SHARS- School Health and Related Services
33. SIP- School Improvement Plan
34. SIRC- School Improvement Resource Center
35. SPED- Special Education
36. STAAR-State of Texas Assessment of Academic Readiness
37. TAKS – Texas Assessment of Knowledge and Skills
38. TAPR – Texas Assessment Performance Report
39. TASB- Texas Association of School Boards
40. TASP- Texas Academic Skills Program (The name of this test has been changed to THEA- Texas Higher Education Assessment)
41. Tejas Lee- El Inventario de Lectura en Español de Tejas (Spanish version of the TPRI)
42. TEKS – Texas Essential Knowledge and Skills
43. TELPAS- Texas English Language Proficiency Assessment System
44. TMSDA- Texas Math and Science Diagnostic System
45. TPRI- Texas Primary Reading Inventory
46. T-TESS – Texas Teacher Evaluation and Support System
47. WICOR Strategies – Writing, Inquiry, Collaboration, Organization, and Reading to Learn

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
    d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
   a. Interfere with a student's educational opportunities; or
   b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: Minimum Standards for Bullying Prevention[1] are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

[1] TEA Minimum Standards for Bullying Prevention: https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention