Sheldon Independent School District

Sheldon Lake Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 17, 2023

Mission Statement

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

Vision

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

Core Values "The Eagle Way"

Encourage Others

Act Responsibly

Give Respect

Listen & Learn

Eager to Help

Safe

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Comprehensive Needs Assessment

Revised/Approved: October 17, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Our Site-Based Decision Making Committee met on **June 12, 2023 and June 13, 2023** to perform a needs assessment on the **2022-2023** school year, suggest adjustments to our current goals and to conduct the Campus Needs Assessment for the **2023-2024** school year. The following members of our Site-Based Decision Making Committee were in attendance at the April 13th meeting:

June 12, 2023:

Jacqueline Herrera, Principal Shelia Posada, Assistant Principal

Ana Portillo, Secretary Kathrine Meier, Parent Vernita Thomas, Teacher Jeffery Gaspard, Teacher

Vilma Jimenez, Teacher Lauren Cardenas, Teacher Janette Chavez, Teacher Jose Perez, Community Member

June 13, 2023:

Jacqueline Herrera, Principal Shelia Posada, Assistant Principal

Ana Portillo, Secretary Kathrine Meier, Parent Vernita Thomas, Teacher Jeffery Gaspard, Teacher

Vilma Jimenez, Teacher Lauren Cardenas, Teacher Janette Chavez, Teacher Jose Perez, Community Member

Data used:

Campus Targets: The 2023 Spring Interim STAAR data, average daily attendance data, and discipline data were used to determine the needs of the campus.

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

After carefully reviewing all data elements, the campus site-based team conducted a program evaluation and has identified the following areas as the primary focus for the

2023-2024 school year:

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

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

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

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

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

6. Due to the recent tragic events associated with school shootings, there is a need for increased safety materials for students.

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

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

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

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

The parent/family policy will be developed by a committee of parents and teachers in September of 2023. Documents are provided in English and Spanish to support the needs of the student population and the community. The Parent & Family Engagement Policy is included in the Parent/Student Handbook. District & Campus Parent 7 Family Engagement Policies are located in the campus front lobby, district office lobby, North Channel Library and Greens brook Community Center.

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

Demographics

Demographics Summary

Demographics Summary

Sheldon Lake Elementary serves students in grades 1-5. The average enrollment during the **2022-2023** school year was **735** students. The school is a School-wide Title 1 campus and is composed of the following :

Student Demographics (Summer PEIMS file loaded 07/11/2023)	Count	Percent
Gender		
Female	359	48.84%
Male	376	51.16%
Ethnicity		
Hispanic-Latino	413	56.19%
Race		
American Indian - Alaskan Native	2	0.27%
Asian	6	0.82%
Black - African American	252	34.29%
Native Hawaiian - Pacific Islander	0	0.00%
White	41	5.58%
Two-or-More	21	2.86%

Student Programs (Summer PEIMS file loaded 07/11/2023)	Count	Percent
CTE Attendance	0	0.00%
Gifted and Talented	55	7.48%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	26	3.54%
Special Education (SPED)	100	13.61%
Bilingual/ESL		
Emergent Bilingual (EB)	222	30.20%
Standard or Alternative Bilingual/ESL	200	27.21%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	18	2.45%
Dyslexia		
Dyslexia Indicator Code	37	5.03%
Dyslexia Risk Code	163	22.18%

Student Programs (Summer PEIMS file loaded 07/11/2023)	Count	Percent
Dyslexia Services Code	37	5.03%
Title 1 Part A		
Schoolwide Program	735	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Demographics Strengths

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 51 percent of the certified staff has less than 5 years of experience. **Root Cause:** Sheldon Lake experienced a high turnover rate for staff the summer of 2022, requiring the hiring of new teachers.

Student Achievement

Student Achievement Summary

Student Achievement Summary

***Student Achievement Summary is based on Spring Interim 2023. TEA will release final STAAR Data in August 2023.**

2022-2023 Interim Math Assessment, Grade 3 - Window 3 (Attempt 1)

	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken	Probability of achievir
Sheldon Lake Elementary	106	1350	42.45%	12.26%	2.83%	02/01/23	
Economic Disadvantage	93	1348	41.94%	11.83%	3.23%	02/01/23	
American Indian/Alaskan Native	1	1178	0%	0%	0%	02/01/23	
Asian	1	1378	100%	0%	0%	02/01/23	
Black/African American	36	1337	33.33%	8.33%	5.56%	02/01/23	
Hispanic	59	1358	45.76%	11.86%	1.69%	02/01/23	
Two or More Races	5	1419	80%	60%	0%	02/01/23	
White	4	1305	25%	0%	0%	02/01/23	
Currently Emergent Bilingual	30	1366	43.33%	13.33%	3.33%	02/01/23	
Special Ed Indicator	11	1255	0%	0%	0%	02/01/23	

2022-2023 Interim Reading Assessment, Grade 3 - Window 3 (Attempt 1)

	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken	Probability of achiev
Sheldon Lake Elementary	110	1362	60%	26.36%	8.18%	01/31/23	
Economic Disadvantage	96	1369	59.38%	25%	7.29%	01/31/23	
American Indian/Alaskan Native	1	1355	100%	0%	0%	01/31/23	
Asian	1	1436	100%	0%	0%	01/31/23	
Black/African American	39	1346	48.72%	15.38%	7.69%	01/31/23	
Hispanic	59	1361	64.41%	32.2%	6.78%	01/31/23	
Two or More Races	5	1488	100%	60%	40%	01/31/23	
White	5	1356	40%	20%	0%	01/31/23	

	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken	Probability of achiev
Currently Emergent Bilingual	30	1339	73.33%	26.67%	3.33%	01/31/23	
Special Ed Indicator	12	1302	33.33%	8.33%	8.33%	01/31/23	

2022-2023 Interim Math Assessment, Grade 4 - Window 3 (Attempt 1)

	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken	Probability of achiev
Sheldon Lake Elementary	122	1447	75.41%	42.62%	22.13%	02/01/23	
Economic Disadvantage	108	1442	75%	39.81%	22.22%	02/01/23	
Asian	2	1410	100%	0%	0%	02/01/23	
Black/African American	43	1409	65.12%	32.56%	11.63%	02/01/23	
Hispanic	70	1471	82.86%	48.57%	27.14%	02/01/23	
Two or More Races	1	1280	0%	0%	0%	02/01/23	
White	6	1474	66.67%	66.67%	50%	02/01/23	
Currently Emergent Bilingual	45	1469	84.44%	46.67%	24.44%	02/01/23	
First Year of Monitoring	1	1525	100%	100%	0%	02/01/23	
Special Ed Indicator	19	1360	36.84%	21.05%	10.53%	02/01/23	

2022-2023 Interim Reading Assessment, Grade 4 - Window 3 (Attempt 1)

	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken	Probability of achiev
Sheldon Lake Elementary	120	1442	66.67%	38.33%	15.83%	01/31/23	
Economic Disadvantage	105	1439	65.71%	36.19%	15.24%	01/31/23	
Asian	2	1543	100%	50%	50%	01/31/23	
Black/African American	44	1436	63.64%	34.09%	20.45%	01/31/23	
Hispanic	67	1439	67.16%	38.81%	10.45%	01/31/23	
Two or More Races	1	1341	0%	0%	0%	01/31/23	
White	6	1508	83.33%	66.67%	33.33%	01/31/23	
Currently Emergent Bilingual	43	1431	67.44%	34.88%	11.63%	01/31/23	
First Year of Monitoring	1	1570	100%	100%	0%	01/31/23	
Special Ed Indicator	20	1352	35%	15%	10%	01/31/23	

2022-2023 Interim Math Assessment, Grade 5 - Window 3 (Attempt 1)

	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken	Probability of achiev
Sheldon Lake Elementary	129	1546	81.4%	39.53%	18.6%	02/01/23	
Economic Disadvantage	112	1538	80.36%	35.71%	17.86%	02/01/23	
Asian	2	1698	100%	100%	50%	02/01/23	
Black/African American	43	1518	74.42%	30.23%	13.95%	02/01/23	
Hispanic	75	1551	84%	41.33%	18.67%	02/01/23	
Two or More Races	4	1666	100%	75%	50%	02/01/23	
White	5	1553	80%	40%	20%	02/01/23	
Currently Emergent Bilingual	43	1563	88.37%	46.51%	18.6%	02/01/23	
First Year of Monitoring	2	1741	100%	100%	100%	02/01/23	
Special Ed Indicator	10	1465	60%	20%	10%	02/01/23	

2022-2023 Interim Reading Assessment, Grade 5 - Window 3 (Attempt 1)

	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken	Probability of achiev
Sheldon Lake Elementary	122	1532	71.31%	40.98%	15.57%	01/31/23	
Economic Disadvantage	105	1520	67.62%	37.14%	13.33%	01/31/23	
Asian	2	1712	100%	100%	100%	01/31/23	
Black/African American	39	1508	64.1%	38.46%	5.13%	01/31/23	
Hispanic	73	1533	73.97%	39.73%	16.44%	01/31/23	
Two or More Races	4	1648	100%	50%	50%	01/31/23	
White	4	1526	50%	50%	25%	01/31/23	
Currently Emergent Bilingual	41	1522	73.17%	31.71%	9.76%	01/31/23	
First Year of Monitoring	2	1663	100%	100%	50%	01/31/23	
Special Ed Indicator	9	1471	44.44%	33.33%	11.11%	01/31/23	

2022-2023 Interim Science Assessment, Grade 5 - Window 2 (Attempt 1)

	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken	Probability of achiev
Sheldon Lake Elementary	131	3580	45.04%	22.14%	3.82%	03/29/23	
Economic Disadvantage	113	3552	42.48%	21.24%	2.65%	03/29/23	
Asian	2	4721	100%	100%	50%	03/29/23	
Black/African American	43	3476	34.88%	16.28%	2.33%	03/29/23	
Hispanic	77	3585	46.75%	22.08%	2.6%	03/29/23	
Two or More Races	4	4146	100%	75%	25%	03/29/23	
White	5	3497	40%	0%	0%	03/29/23	
Currently Emergent Bilingual	44	3559	45.45%	15.91%	4.55%	03/29/23	
First Year of Monitoring	2	4313	100%	100%	0%	03/29/23	
Special Ed Indicator	11	3265	27.27%	9.09%	0%	03/29/23	

Student Achievement Strengths

- In Math, the percentage of 5th-grade students at approaches, meets, and masters is higher than the district average of 74.25% (approaches), 35.91% (meets), and 12.59% (masters)
- In Reading, the percentage of 5th-grade students at approaches, meets, and masters is higher than the district average of 64.15% (approaches), 37.45% (meets), and 12.77% (masters)
- In Science, the percentage of SPED 5th-grade students at approaches is higher than the district average of 25.26%

Problem Statements Identifying Student Achievement Needs

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

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

School Culture and Climate

School Culture and Climate Summary

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

- 91% of staff feel supported by their supervisor
- 83% of staff feel appreciated for the work they do
- 36% of staff feel they have adequate time to successfully accomplish their job responsibilities
- 57% of staff feel that students are motivated and engaged in class
- 94% of staff feel physically safe at work
- 87% of staff reported that plan to return to work for Sheldon ISD for the 23-24 school year

School Culture and Climate Strengths

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

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

Problem Statements Identifying School Culture and Climate Needs

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

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

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

Campus administrators and lead teachers mentor teachers on campus.

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

Staff Quality, Recruitment, and Retention Strengths

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

District Curriculum - Scope and Sequence

MaGraw Hill

Target Board Math

STEMScopes

Forde Ferrier

Curriculum, Instruction, and Assessment Strengths

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

Eagle Time interventions

Guided Math

Guided Reading

Tutoring as needed

Teacher/Coaches develop formative assessments

Teachers, Coaches, and Administrators plan together

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Currently, parents and the community are involved with the school through the the Site Based Decision Making Committee. Sign-in sheets are present at each meeting. The site based decision making committee is comprised of campus administrators, teachers, parents of students, a business representative, and community members. Additionally, Sheldon Lake held a Parent Leadership Academy for the 22-23 School year.

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

Parent and Community Engagement Strengths

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

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

Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

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

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

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

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

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

The office staff consists of the following staff members:

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

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

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

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

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

School Context and Organization Strengths

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

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

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

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

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

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

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

Technology Strengths

Each student is issued a device.

Touchscreen technology in the classrooms.

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

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

Root Cause 1: Sheldon Lake experienced a high turnover rate for staff the summer of 2022, requiring the hiring of new teachers.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: July 27, 2023

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

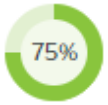
Performance Goal: By June 2024, Sheldon Lake Elementary will increase the overall STAAR component score from 37 to 43 by increasing the number of students who achieve meets and masters.

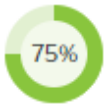
Performance Objective 1: Performance Goal: By June 2024, Sheldon Lake Elementary will increase the overall STAAR component score from 37 to 43 by increasing the number of students who achieve meets and masters.

Evaluation Data Sources: 2023 STAAR assessment data and TAPR report

Summative Evaluation: Some progress made toward meeting Objective

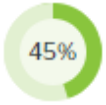
Next Year's Recommendation: Continue and modify the goal to reflect final outcomes based on STAAR 2024 scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Comprehensive Support Strategy Targeted Support Strategy 1) Implement Objective-driven formative assessments to progress monitoring and track student data and growth using Guided Reading, Running records, mClass, and teacher/CIS created assessments in all grade levels that will provide provide opportunities for all children to meet the challenging State academic standards. (October 2023, December 2023, March 2024, and May 2024) **Strategy's Expected Result/Impact:** By the end of the 1st quarter we will review DCA data and expected results should be an increase of 5 percentage. **Staff Responsible for Monitoring:** Teachers Math/ELA Instructional coaches Principal Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 211-Title I - $2,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs (Alley Theatre - Staging STEM partnership program), activities, and courses necessary to provide a well-rounded education such as data-driven instruction in the form of tutoring during school, after school and/ or summer school for 3-5 in order to meet minimum expectations on STAAR Math, Reading, and Science. (January 2024 , February 2024, March 2024, April 2024) **Strategy's Expected Result/Impact:** Campus and district based assessments will be used as monitoring tool **Staff Responsible for Monitoring:** Math/ELA instructional coach Assistant Principal Principal **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-State Comp. Ed. - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize a variety of research-based instructional resources (STEM) and strategies (Guided Reading, Lead4ward, DRA, MClass-Amplify, stem scopes, AVID, Learning A-Z, Reading A-Z, data walls, and intervention strategies) to maximize learning. Including technology integration and use of by students. (October 2023, December 2023, March 2024, May 2024, August 2024, and September 2024) **Strategy's Expected Result/Impact:** Classroom Observation, T-Tess data, assessment data, AVID walkthroughs, TTM Data **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide a variety of testing materials to make the STAAR experience smooth for all students including but not limited to printed materials, paper copies, books, Think Big Learning, and other resources to support all students especially those identified at at-risk. (September 2023, December 2023, March 2024, March 2024, April 2024, and May 2024) **Strategy's Expected Result/Impact:** Classroom Observations during STAAR testing **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 211-Title I - $2,500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide a variety of instructional materials to deliver targeted interventions (Tier 1, 2 and 3) to address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standard and maximize learning for all students; including but not limited to printed materials, paper copies, books, pocket folders, white boards, dry erase markers, chart paper, and other resources. (September 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, August 2024, and September 2024) **Strategy's Expected Result/Impact:** Classroom Observation, T-Tess data, assessment data, STAAR testing data, campus and district based assessments. **Staff Responsible for Monitoring:** Administrators, CISs and Interventionists **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - 199-State Comp. Ed. - $2,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: By June 2024, Sheldon Lake Elementary will increase the overall STAAR component score from 37 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 2: A. By June 2024, the student achievement score for all students taking the STAAR Reading will increase 12 points in approaches, 4 points at meets, and 3 points at masters.

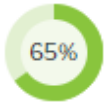
The percentage of approaches will increase from 65% to 80%
The percentage of meets will increase to from 24% to 50%.
The percentage of masters will increase from 11% to 28%.

High Priority

Evaluation Data Sources: 2023 STAAR assessment data, TAPR report, and District Assessments

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue and modify the goal to reflect final outcomes based on STAAR 2024 scores.

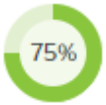
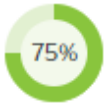
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide Classroom Intervention Specialists (CIS) to support the teaching and learning process by coaching teachers and providing small group instruction for struggling students. (Aug. 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Increased teacher capacity in their core subject areas, resulting in higher student achievement. **Staff Responsible for Monitoring:** Classroom Intervention Specialist and Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Professional development - 211-Title I - 50% - $140,000, - 199-State Comp. Ed. - 50% - $140,000				

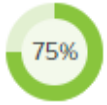
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide a strong foundation in reading for ALL students by ensuring professional development in guided reading grades 1-2; and to support reading to learn in grades 3-5. (Aug. 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Increase in student reading growth and teacher calibration on administration of DRA/EDL assessment. **Staff Responsible for Monitoring:** Principal and Classroom Intervention Specialists **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title I - $1,000	40%	80%	95%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Sheldon Lake teachers in each grade will participate in the TEA Science of Reading initiative, facilitated by the district literacy coaches. (Aug. 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Professional development and in class support for teachers will show increased student achievement during the year. **Staff Responsible for Monitoring:** District Literacy coach Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:**	80%	90%	95%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide MClass for students in 1st - 3rd grade to give targeted, individualized support for each student, including those identified as At-Risk and those who need higher level enrichment in Reading. (Aug. 2023, November 2023, January 2024, March 2024, April 2024, May 2024 and June 2024) **Strategy's Expected Result/Impact:** Students receive targeted time on MClass that is aligned to their need and they show individual growth during the year. **Staff Responsible for Monitoring:** Teachers CISs Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title I - $500	75%	90%	95%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize our Intervention and Enrichment block to provide small group interventions in reading skills to at-risk students, specifically targeting sub-populations (Economically disadvantaged, Special Education, English Learners, African American, etc) and individual students who are at-risk of not meeting the challenging State academic standards (September 2023, November 2023, January 2024, March 2024, April 2024, May 2024 and June 2024) **Strategy's Expected Result/Impact:** Increased student achievement in reading for each student, based on their individual growth. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Utilize our Intervention and Enrichment block to provide opportunities for students to received "well-rounded" learning experiences in Project Based Learning, Gifted and Talented, Learning Through the Arts, etc. (September 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Enhanced opportunities for students to engage in higher level thinking activities. **Staff Responsible for Monitoring:** Administration, Campus Instructional Specialists, Activity team **TEA Priorities:** Improve low-performing schools				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Facilitate the implementation and fidelity of best practices in Reading through purchasing resources (guided reading leveled books) and materials (including paper to print Reading A-Z books), power planning sessions, data analysis, PLC's, modeling of Balanced Literacy and Guided Reading, coaching rounds, and AVID WICOR instructional strategies in 1st - 5th grade. (Aug. 2023, November 2023, December 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Increased instructional capacity for all teachers in Reading. **Staff Responsible for Monitoring:** Teachers, Campus Instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Purchase start up materials and resources for Reading (including paper for Reading A-Z books) - 211-Title I - $4,000, Purchase intervention materials such as LLI and Dyslexia kits - 211-Title I - $6,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide STAAR camps prior to STAAR testing to enrich and remediate students on Reading skills. (Aug. 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Increase in student achievement between district Mock assessments and STAAR assessments. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $2,500, - 211-Title I - $2,500	75%	75%	95%	→

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

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

Performance Goal: By June 2024, Sheldon Lake Elementary will increase the overall STAAR component score from 37 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 3: By June 2024, student performance on the end of the year 1st grade Math assessments, the students will increase from 89% to 90%.

By June 2024, student performance on the end of the year 2nd grade Math assessment, the students will increase from 31% to 55%.

A. By June 2024, The student achievement scores for all students taking the STAAR Math (3-5) will increase from 75% to 80%.

By June 2024, student performance on STAAR 3rd - 5th grade STAAR Math scores will increase from 74% to 80% at the Approaches.

By June 2024, student performance on STAAR 3rd - 5th grade STAAR Math scores will increase from 40% to 44% in the Meets Grade Level.

By June 2024 student performance on STAAR 3rd - 5th grade STAAR Math will increase from 18% to 22% in the Masters.

By June 2024, student performance for the African American population will increase from 23% to 35% on meets grade level or above.

B. Student Growth Measure: By June 2024, the overall growth measure will increase from 67% to 72%.

C. Closing the Gap Measure: By June 2024, the closing the gap measure will increase from 62% to 75%.

High Priority

Evaluation Data Sources: STAAR Math Scores, District assessments

Next Year's Recommendation: Continue and modify the goal to reflect final outcomes based on STAAR 2024 scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide Classroom Intervention Specialists (CIS) to support the teaching and learning process by coaching teachers and providing small group instruction for struggling students. (Aug. 2023, November 2023, February 2024, and June 2024) **Strategy's Expected Result/Impact:** Increased teacher capacity in their core subject areas, resulting in higher student achievement. **Staff Responsible for Monitoring:** Campus Instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math	50%	60%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide mClass for students in grades 1st - 3rd to give targeted, individualized support for each student, including those identified as At-Risk of not meeting the challenging State academic standards and those who need higher level enrichment in Math. (Aug. 2023, November 2023, February 2024, and June 2024) **Strategy's Expected Result/Impact:** Students receive targeted time on iStation that is aligned to their need and they show individual growth during the year. **Staff Responsible for Monitoring:** Teachers CIS's Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $1,000	40%	50%	55%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Facilitate the implementation and fidelity of best practices in Math and Science through purchasing math manipulatives and materials, power planning sessions, data analysis, PLC's, STEM Scopes, modeling of Guided Math, coaching rounds, and AVID WICOR instructional strategies in 1st - 5th grade. (Aug. 2023, November 2023, February 2024, and June 2024) **Strategy's Expected Result/Impact:** Increased instructional capacity for all teachers in Math. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Purchase start up math manipulatives and materials - 211-Title I - $6,000	35%	40%	40%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize our Intervention and Enrichment block to provide small group interventions in math skills, accelerated learning, and after school tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, etc) and individual students. (Aug. 2023, November 2023, February 2024, and June 2024) **Strategy's Expected Result/Impact:** Increased student achievement in math for each student, based on their individual growth. **Staff Responsible for Monitoring:** Teachers Campus instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	40%	45%	50%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide STAAR camps prior to STAAR testing to enrich and remediate students on Math and Science skills. (Aug. 2023, November 2023, February 2024, and June 2024) **Strategy's Expected Result/Impact:** Increase in student achievement between district Mock assessments and STAAR assessments. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $2,500, - 211-Title I - $500	50%	50%	60%	→

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

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

Performance Goal: By June 2024, Sheldon Lake Elementary will increase the overall STAAR component score from 37 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 4: By June 2024, The student achievement scores for all students taking the STAAR 5th Science will increase from 68% to 72%.

By June 2024, student performance on STAAR 5th grade STAAR Science scores will increase from 74% to 77% at the Approaches.

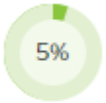
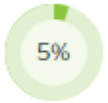
By June 2024, student performance on STAAR 5th grade STAAR Science scores will increase from 49% to 53% in the Meets Grade Level.

By June 2024, student performance on STAAR 5th grade STAAR Science will increase from 19% to 22% in the Masters.

Evaluation Data Sources: STAAR Science scores, District assessments

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue and modify the goal to reflect final outcomes based on STAAR 2024 scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement student access to web-based Science lessons through STEM scopes, anchor charts, and word walls to increase science vocabulary. (Aug. 2023, November 2026, February 2024, and June 2024) **Strategy's Expected Result/Impact:** Increased student achievement in identifying Science vocabulary words **Staff Responsible for Monitoring:** Administration, Campus Instructional Specialists, Teachers **Funding Sources:** - 199-General funds - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Facilitate continuous monitoring of data through student Science journals, quarterly data talks with staff, and setting goals with students after each local assessment to monitor academic growth by grade level, sub-populations, and special programs (Economically Disadvantaged, English Learners, Special Education, Gifted and Talented, etc.) (Aug. 2023, November 2023, February 2024, and June 2024) **Strategy's Expected Result/Impact:** Increased student achievement in Science for each student, based on their individual growth. **Staff Responsible for Monitoring:** Teachers, Campus Instructional Specialists, Administration **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199-General funds - $1,500	10%	10%	45%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus will provide technology opportunities to students in all areas including Activity areas like such as PE, STEM, Music, etc. Students will have access to Chromebooks, headphones with microphones, touchscreen tv, projectors. (September 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Integration of technology in different areas on campus **Staff Responsible for Monitoring:** Principal Director of Innovative Programs **TEA Priorities:** Improve low-performing schools	25%	30%	30%	→

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

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

Performance Goal: By June 2024, Sheldon Lake Elementary will increase the overall STAAR component score from 37 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 5: Sheldon Lake Elementary will foster best instructional practice through AVID teaching strategies, online instructional resources, professional development for teachers, participation in AVID conferences and workshops and AVID membership for the campus. (Aug. 2023, November 2023, February 2024, and June 2024)

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sheldon Lake Elementary will foster best instructional practice through AVID teaching strategies (including purchasing student planners / agendas), professional development for teachers, participation in AVID conferences and workshops and AVID membership for the campus. (Aug. 2023, November 2023, February 2024, June 2024 , July 2024 and August 2024) **Strategy's Expected Result/Impact:** Increased student achievement as a result of rigorous instructional strategies. **Staff Responsible for Monitoring:** Teachers, CISs, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** AVID Membership and Conference Registration - 211-Title I - $5,000, AVID Instructional Materials - 211-Title I - $1,000	5%	5%	10%	→

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

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

Performance Goal: By June 2024, Sheldon Lake Elementary will increase the overall STAAR component score from 37 to 43 by increasing the number of students who achieve meets and masters.

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

Evaluation Data Sources: Average Weekly Attendance reports for the 2023-2024 school year.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Reward students with perfect attendance by giving attendance incentives (award) each week, each nine weeks and/or EOY through PBIS incentive program (Aug. 2023, November 2023, February 2024, and June 2024) **Strategy's Expected Result/Impact:** Increased attendance as measured by attendance records, daily logs, excused files and records. School attendance rate will be at 98% **Staff Responsible for Monitoring:** Student attendance report broken down each week and each nine weeks period Assistant Principal, Principal, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199-General funds - $500	40%	45%	50%	→

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

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

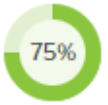
Performance Objective 1: By June 2024, teachers will show professional growth as defined by the T-TESS instrument through a program of staff development.

High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide each new teacher (any teacher with less than one year of experience) with a campus-based mentor, staff development, observation time and coaching. (September 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Increased capacity for all new teachers and their retention for the next year. **Staff Responsible for Monitoring:** Lead Mentor Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 199-General funds - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training and learning resources(books) for all teachers on Response to Intervention, STAAR strategies(Lead4ward training & Region 4 training opportunities), district "Best Practices" strategies, Essential Schools Framework priorities (Lesson Planning and corrective instructional action planning), AVID, team building, building positive relationships with stakeholders, Arts at the Core techniques, Universal Design for Learning strategies, PBIS, and differentiation to continue building instructional capacity. (September 2023, November 2023, January 2024, March 2024, June 2024 and September 2024) **Strategy's Expected Result/Impact:** Increased capacity for all teachers and their retention for the next year. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199-General funds - $1,000, - 211-Title I - $1,000, - 199-State Comp. Ed. - $8,000	50%	70%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide Campus Instructional Specialists to assist teachers with differentiated professional development, PLC and planning support, and in-class coaching opportunities to build their capacity for high quality instruction. (September 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Increased capacity for all teachers and their retention for the next year. **Staff Responsible for Monitoring:** Administrators	50%	70%	75%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 1. Goal 2, strategy 4: Provide training for the After School Program Site Coordinator by attending Local, State, and National Conferences as required or deemed necessary to fulfill the grant's requirements. (February 2024, March 2024, April 2024, June 2024, July 2024) **Strategy's Expected Result/Impact:** An increase in the staff effectiveness of the After School Program implementation. Certificate of Attendance Summative **Staff Responsible for Monitoring:** After School Program Coordinator District Contact * Report through Eduphoria Staff Responsible for Monitoring: After School Program Site Coordinator Title I Schoolwide Elements **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Professional development opportunities - 269 21st Century After-School Program (Cycle 11) - $3,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By June 2024, Sheldon Lake will provide opportunities for all parent and family members to engage in campus events, which promote school-home communication, shared decision-making, and learning opportunities for parents and families to impact student achievement.

High Priority

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

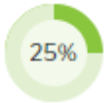
Summative Evaluation: Significant progress made toward meeting Objective

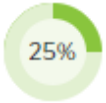
Next Year's Recommendation: Continue

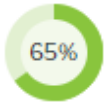
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish and foster a Campus Parent and Family Engagement Committee that will work in conjunction with the SDMC to develop, implement, and review our campus parent and family engagement policy, events and climate concerns. This group will meet quarterly during the year. The agreed upon PFE policy will be offered in English and Spanish and available in the campus front office and library, the district office, and in community spaces such as Greensbrook Place Community Clubhouse and the North Channel Library, 15741 Wallisville Rd Houston, TX 77049. (September 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Increased parent voice and representation in the development and review our campus' parent/family engagement. **Staff Responsible for Monitoring:** Administration, Counselor **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title I - $1,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide a variety of opportunities to engage parents and families members on campus and at the Network Operation Center community location. a. Title I/Open House (Sept. 2023**) b. Family Engagement Night / Trunk or Treat (Oct. 2023) c. SDMC meetings (monthly) d. Math & Literacy Nights (multiple days/nights and times during the year**) e. PTO meetings / performances (Monthly) f. Parenting Partners Program (Parent Leadership Team) g. Meet the Teacher (Aug. 2023) h. Field Day (May 2024) i. Parent and Family Advisory/Engagement Committee (twice during the year - different days and times) j. Kindergarten and 5th grade transition events to be supported by parents. (Plan included in Title I crate) K. Watch Dogs Parent Volunteer program **These events will be offered during the school day and evening and different days of the week for families with varying availability. (Aug. 2023, November 2023, January 2024, March 2024, April 2024, May 2024, and June 2024) **Strategy's Expected Result/Impact:** Sheldon Lake will provide opportunities for ALL parents and community members at 100% participation. **Staff Responsible for Monitoring:** Administration, SDMC and PFE committees, Counselor **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title I - $3,000, - 199-General funds - $1,000	65%	70%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Promote the School-Home communication (i.e. newsletter, report cards, parent conferences, surveys, marquee, parent compacts, Remind 101, Classdojo, AVID binders, school web page and Twitter) in both English and Spanish. (Aug. 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Parents and Families receive information in a language they communicate best. **Staff Responsible for Monitoring:** Administration Counselor **Funding Sources:** - 211-Title I - $500, - 199-General funds - $2,000	40%	60%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Establish and foster community relationships, business partners and community organizations such as Houston Arts Partners, Houston Grand Opera, New Era Construction, and Generation Park businesses. (Aug. 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** New partnerships established, presenting at local arts conferences **Staff Responsible for Monitoring:** Administration				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Meet monthly during the 2023-2024 school year and will review the CNA and CIP in a formative review format on 11/11/23, 1/13/24, 3/24/24, and 6/2/24. This document will be available to the public by copies made available in both English and Spanish in the following locations: Sheldon Lake Elementary Office, Sheldon ISD's Ney Building Front Lobby, Greensbrook Community Clubhouse and the North Channel Library (15741 Wallisville Rd Houston, TX 77049. (Aug. 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Increased access for the public to view these documents and become involved. **Staff Responsible for Monitoring:** Administration Director of Federal Programs and Compliance **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Parents of students participating in the After School Program will be invited to participate in activities such as the Spring Showcase, Parent/Community Advisory board meetings held once per quarter and monthly parent education activities on various topics presented in English and Spanish. (September 2023, December 2023, March 2024, April 2024, May 2024, and September 2024) **Strategy's Expected Result/Impact:** Formative: * Agenda, sign-in sheets, and minutes from Advisory board meetings Summative **Staff Responsible for Monitoring:** After School Program Site Coordinator **Funding Sources:** Contract with vendors and instructional materials to support presentations/refreshments - 269 21st Century After-School Program (Cycle 11) - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By June 2024, Sheldon Lake Elementary will create and foster a school-wide PBIS model that promotes a safe and positive campus culture.

High Priority

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

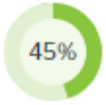
Summative Evaluation: Significant progress made toward meeting Objective

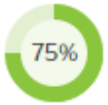
Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a PBIS model on campus using "Respect, Responsible and Ready" expectations throughout the campus and researched best practices such as CHAMPs, Conscious Discipline and Social-Emotional learning strategies / behavioral RtI (BASE Education Modules) to help students become successful, well-rounded students who can handle conflict resolution and extreme emotional challenges. (Aug. 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Low numbers of office referrals, successful student behaviors throughout the campus. Struggling students able to utilize strategies learned from BASE Education modules and counseling curriculum. **Staff Responsible for Monitoring:** Teachers and Administrators **Targeted Support Strategy**	45%	60%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide transition strategies for assisting kindergarten and 5th grade children in the transition from early childhood education programs to local elementary school programs and middle school programs, respectively. (May 2024) **Strategy's Expected Result/Impact:** Students will tour classes and receive all pertinent information. **Staff Responsible for Monitoring:** Counselor and Administration **Funding Sources:** - 199-General funds - $500	N/A	50%	60%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a college and career mindset across the campus to expose students to post-secondary opportunities. -Career Pictures -College and Career Week -Careers on Wheels -College Day(Mondays) (Aug. 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** College pennants displayed, college week activities, students/staff wearing college t-shirts every Monday. **Staff Responsible for Monitoring:** Campus Administration, AVID site team, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199-State Comp. Ed. - $2,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide enrichment programs such as dance, sports, keyboarding, cooking, gardening, social emotional learning, theater arts, etc. (September 2023, November 2023, January 2024, March 2024, April 2024, May 2024, June 2024, and September 2024) By June 2024 Sheldon Lake Elementary will cultivate a safe and supportive learning environment for all students, students, and staff. **Strategy's Expected Result/Impact:** Periodic Monthly meetings, sign in sheets Summative data through skyward **Staff Responsible for Monitoring:** After School Program Site Coordinator **Title I:** 2.5 **Funding Sources:** Vendors to provide enrichment activities to encourage student participation - 269 21st Century After-School Program (Cycle 11) - $10,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Increase student motivation by providing supplemental programs throughout the school year. -100th day of school -9 week award assembly -Cultural programs -PVA teaching artists and performances -End of year award assembly -Spelling Bee (Aug. 2023, November 2023, January 2024, March 2024, June 2024, and September 2024) **Strategy's Expected Result/Impact:** 90% of planned events are held. **Staff Responsible for Monitoring:** Administration, SDMC, Activity team, teachers. **Funding Sources:** - 199-General funds - $5,000, - 211-Title I - $3,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement Safety plans and dismissal strategies for all students. Including ID badges , emergency backpacks and materials for ID Badges and emergency backpacks such as badge clips, pouches, lanyards, backpacks, flashlights, sanitizer, band-aids, batteries, wipes, emergency blanket, and water. (August 2023, September 2023, November 2023, January 2024, March 2024, and June 2024)				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By June 2024, Sheldon Lake Elementary will implement effective allocation of financial resources 100% of the time to meet campus needs.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will implement a balanced budget. (Aug. 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** All budget expenditures will be tied to campus improvement plan. **Staff Responsible for Monitoring:** Administration	50%	70%	85%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus principal and secretary will attend district financial training. (Aug. 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** Financial requisitions will reflect required documentation for purchases based on district requirements. **Staff Responsible for Monitoring:** Administration	75%	100%	100%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus principal and secretary will establish a system to review the campus budget, follow up on expenditures, and ensure the alignment to campus improvement plan bi-monthly. (Aug. 2023, November 2023, January 2024, March 2024, and June 2024) **Strategy's Expected Result/Impact:** All budget expenditures will be tied to campus improvement plan. **Staff Responsible for Monitoring:** Administration	75%	80%	85%	→

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

Title I Personnel

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

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
District-level Professional	Janice Whiting	Coordinator of Compliance and Grants
Parent	Edgar Matute	Parent
Parent	Bani Alvarado	Parent
Non-classroom Professional	Ana Portillo	School Secretary
Business Representative	Janett Flores	JLA Realty
Business Representative	Jose Perez	New Era Owner
Classroom Teacher	Angela Gaddis	Interventionist
Classroom Teacher	Terry Small	Music Teacher
Classroom Teacher	Vilma Jimenez	5th Grade Teacher
Classroom Teacher	Vernita Thomas	4th Grade Teacher
Classroom Teacher	Joselyn Velazquez	3rd Grade Teacher
Classroom Teacher	Adriana Sanchez	2nd Grade Teacher
Classroom Teacher	Janette Chavez	1st Grade Teacher
Administrator	Jacqueline Herrera	Principal

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	8			$2,500.00
1	3	2			$1,000.00
1	3	5			$2,500.00
1	4	1			$5,000.00
1	4	2			$1,500.00
1	6	1			$500.00
2	1	1			$1,000.00
2	1	2			$1,000.00
3	1	2			$1,000.00
3	1	3			$2,000.00
4	1	2			$500.00
4	1	5			$5,000.00
				Sub-Total	$23,500.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$2,500.00
1	1	5			$2,500.00
1	2	1		50%	$140,000.00
2	1	2			$8,000.00
4	1	3			$2,000.00
				Sub-Total	$155,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$2,500.00
1	1	4			$2,500.00
1	2	1	Professional development	50%	$140,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$1,000.00
1	2	4			$500.00
1	2	7	Purchase start up materials and resources for Reading (including paper for Reading A-Z books)		$4,000.00
1	2	7	Purchase intervention materials such as LLI and Dyslexia kits		$6,000.00
1	2	8			$2,500.00
1	3	3	Purchase start up math manipulatives and materials		$6,000.00
1	3	5			$500.00
1	5	1	AVID Membership and Conference Registration		$5,000.00
1	5	1	AVID Instructional Materials		$1,000.00
2	1	2			$1,000.00
3	1	1			$1,500.00
3	1	2			$3,000.00
3	1	3			$500.00
4	1	5			$3,000.00
				Sub-Total	$180,500.00

269 21st Century After-School Program (Cycle 11)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Professional development opportunities		$3,500.00
3	1	6	Contract with vendors and instructional materials to support presentations/ refreshments		$1,000.00
4	1	4	Vendors to provide enrichment activities to encourage student participation		$10,000.00
				Sub-Total	$14,500.00