Sheldon Independent School District

Sheldon Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 19, 2021
Public Presentation Date: October 19, 2021

Mission Statement

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

Vision

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

Value Statement

Our vision includes the belief that:

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

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

School Profile

Sheldon Elementary is one of six campuses in Sheldon Independent School District. Sheldon Elementary was built in 1957 and rebuilt in 2004. Sheldon Elementary servers predominantly low socio-economic families from around the area. Sheldon Elementary will serve approximately 577 students in grades 1st

through 5th for the 2021-2021 school year. Sheldon Elementary became a National STEM campus in 2019.

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Comprehensive Needs Assessment

Revised/Approved: June 8, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment

Revised/Approved: June 8, 2021

Needs Assessment Overview

The Site-Based Decision Making Committee reviewed various data to evaluate the overall goals of the campus, to complete the campus program evaluation, and to outline components of a needs assessment. These steps were facilitated during planning meeting on June 8, 2021.

Campus Targets: The 2021 STAAR data were used to determine the needs of the campus. The campus's accountability rating is "Not Rated" according to the Texas Education Agency Accountability Summary Report.

Sheldon Elementary was identified as campus needing "Additional Targeted Support" and the support will be included in the campus CIP.

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

In an effort to produce continuous improvement across all grade levels and student demographic populations, the following priorities will be the primary focus areas that will drive our work for the 2021-2022 school year.

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

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

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

4a. Support EL and special education students.

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

Based on campus trends in student achievement data, the following areas were identified as critical needs for the 2021-2022 school year:

1. Student reading achievement continues to show significant numbers of students in 2nd and 3rd grades are not on grade level. We will impact this need by building a balanced literacy library, providing grade-level specific classroom libraries, hands-on materials for small group instruction, and professional development on best practices in developing student literacy. In addition, providing students with a school-wide program that gets the school and parents involved in reading will be needed. Education Galaxy

will be used to assist with interventions.

2. Student achievement in math and science is effectively impacted by hands-on manipulatives and small group instruction. We will continue to provide these materials to support struggling students in closing the achievement gaps included but not limited to those identified among subpopulations. Education Galaxy and STEM Scopes have assisted in the intervention process and will be needed to continue to see an increase in math and science.
3. In order to build a strong communication structure and home-school connections, we will adopt a campus-wide system that allows for multiple layers of communication among teachers, students, parents, and the campus.
4. The campus will conduct multiple family learning events that will focus on a variety of content and best practice topics to provide opportunities for parents to learn how to support their students' academic achievement. In these events, the campus will provide materials and resources that support parents' academic support at home, how to access grades and resources, and incentives to promote parent/student attendance and participation.
5. To continue to build college and career readiness among the students, students will continue to utilize AVID strategies that include organizational tools and strategies for the classroom. Professional development on best practices on AVID strategies for teachers will be provided to build capacity among the staff.
6. Provide tutorials for all students in Reading/Writing, Math, and Science during school, before school, and after school that targets content areas of concern and to increases student achievement.

Demographics

Demographics Summary

Demographic Data

Sheldon Elementary serves students in grades 1 - 5 grade.

A. Student Enrollment

Year	Enrollment
2019	578
2020	574
2021	577

B. Student Demographics by Ethnicity 2020-2021

Ethnicity	Campus
Hispanic-Latino	81%
Alaskan Native	00.0%
Asian	0.17%
African American	9%
Pacific Islander	00.0%
White	7.44%
Two or More	2.08%

C. Student Longitudinal Demographics by Ethnicity

Ethnicity	2018-2019	2019-2020	2020-2021
Hispanic	80%	80%	81%
American Indian	00.0%	00.0%	0%
Asian	0.55%	0.35%	.17%
African American	7.18%	8.8%	9%
Native Hawaiian	00.0%	0%	0%
White	10.67%	8.01%	7.44%

Ethnicity	2018-2019	2019-2020	2020-2021
Two or More Races	1.66%	1.92%	2.08%

D. Student Demographics by Gender 2020-2021

Gender	Campus
Female	50%
Male	50%

E. Student Demographics by Special Populations 2020-2021

Special Population	Campus	District	State
Special Education	8.82%		
Bilingual/ESL	42.91%		
Gifted & Talented	5.19%		
Economically Disadvantaged	80.28%		

F. Staff Demographics by Ethnicity 2020-2021

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

G. Staff Demographics by Gender 2020-2021

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

H. Staff Demographics by Years of Experience 2019-2020

Years of Experience	Campus	District	State
First Year	7.9%	16.5%	7.4%
1- 5	36.7%	32.3%	27.9%
6 - 10	21%	19.3%	19.4%
11 - 20	29.2%	25.1%	29.4%
>20	5.2%	6.8%	15.9%

Demographics Strengths

Demographic Data

A. Student Enrollment

Strengths:

- Families have stabilized in the area with home buying

B. Student Demographics by Ethnicity 2020-2021

Strengths:

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

C. Student Longitudinal Demographics by Ethnicity

Strengths:

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

D. Student Demographics by Gender 2020-2021

Strengths:

- There is an even number of female and male students on campus and among the district

E. Student Demographics by Special Populations 2020-2021

Strengths:

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

F. Staff Demographics by Ethnicity 2020-2021

Strengths:

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

G. Staff Demographics by Gender

Strengths:

- There is male staff who have an interest in elementary education based on the number of male staff hired
- There is a high number of qualified female staff interested in elementary education

H. Staff Demographics by Years of Experience 2020-2021

Strengths:

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Sheldon elementary needs to provide diversity training for staff. There needs to be an increase in materials in Spanish to support the Dual Language program and develop bi-literate students. Our campus needs to provide language support for parents for our Spanish speaking parents. **Root Cause:** The student demographics by ethnicity for the school year 2019-2020, Hispanic and white were two main ethnicities for the campus. The campus African American population is lower than the district percentage. The Hispanic and White population is higher than the district percentage.

Problem Statement 2 (Prioritized): Sheldon Elementary needs staff training on how support a diverse group of students. Once the professional development has been conducted, the campus need to implement strategies that maintain the professional development. **Root Cause:** The longitudinal demographics by ethnicity for Sheldon Elementary showed the Hispanic population steadily increased between 2019-2020. The Hispanic, White, and African American population have been the main ethnicity. The demographics show there are few American Indian, Asian, Native Hawaiian, and two or more races.

Problem Statement 3 (Prioritized): Sheldon Elementary needs to increase the number of identified gifted and talented students. There needs to be ongoing instructional support for EL students at the campus level. **Root Cause:** The demographics by special populations show the percentage of EL is higher than the other sub-population. The data shows a high economically disadvantage population when compared to the state data.

Student Learning

Student Learning Summary

Student Achievement Summary

STAAR Results: Sheldon Elementary June 2020

Grade Level/Subject: 3rd Grade Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	40%	60%	32%	10%
Male	47%	53%	26%	8%
Female	33%	67%	35%	12%
Hispanic	42%	58%	28%	7%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	27%	73%	36%	27%
Native Hawaiian	---	---	---	---
White	38%	63%	50%	13%
Two or More Races	---	---	---	---
Economically Advantaged	43%	57%	30%	7%
LEP	49%	51%	20%	2%
Bilingual	58%	42%	18%	3%
ESL	---	---	---	---
Special Education	67%	33%	0%	0%
Gifted & Talented	0%	100%	75%	25%

Grade Level/Subject: 3rd Grade Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	37	63%	25%	9%
Male	40%	60%	26%	11%
Female	33%	67%	24%	6%
Hispanic	37%	63%	27%	9%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	36%	64%	18%	9%
Native Hawaiian	---	---	---	---
White	25%	75%	25%	13%
Two or More Races	---	---	---	---
Economically Advantaged	34%	63%	25%	9%
LEP	44%	56%	24%	13%
Bilingual	55%	45%	15%	9%
ESL	---	---	---	---
Special Education	22%	78%	0%	0%
Gifted & Talented	0%	100%	63%	25%

Grade Level/Subject: ____4th Grade Reading_

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	64%	36%	11%	7%
Male	63%	37%	8%	2%
Female	65%	35%	14%	12%
Hispanic	61%	39%	12%	7%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	73%	27%	0%	0%
Native Hawaiian	---	---	---	---
White	71%	29%	14%	14%
Two or More Races	---	---	---	---

Students	% Did Not Meet	% Approaching	% Met	% Masters
Economically Advantaged	65%	35%	8%	6%
LEP	75%	25%	10%	6%
Bilingual	71%	29%	14%	14%
ESL	---	---	---	---
Special Education	89%	11%	0%	0%
Gifted & Talented	0%	100%	100%	60%

Grade Level/Subject: 4th Grade Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	59%	41%	23%	6%
Male	50%	50%	33%	6%
Female	68%	32%	13%	6%
Hispanic	56%	44%	26%	7%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	64%	36%	9%	0%
Native Hawaiian	---	---	---	---
White	71%	29%	14%	0%
Two or More Races	---	---	---	---
Economically Advantaged	59%	41%	24%	7%
LEP	63%	37%	19%	6%
Bilingual	53%	47%	20%	0%
ESL	---	---	---	---
Special Education	78%	22%	11%	0%
Gifted & Talented	0%	100%	100%	60%

Grade Level/Subject: 4th Grade Writing

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	73%	27%	6%	0%

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	71%	29%	4%	0%
Female	75%	25%	8%	0%
Hispanic	79%	26%	6%	0%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	73%	27%	0%	0%
Native Hawaiian	---	---	---	---
White	50%	50%	10%	5%
Two or More Races	---	---	---	---
Economically Advantaged	37%	63%	22%	5%
LEP	37%	63%	17%	4%
Bilingual	37%	63%	14%	2%
ESL	---	---	---	---
Special Education	91%	9%	9%	0%
Gifted & Talented	0%	100%	89%	56%

Grade Level/Subject: 5th Grade Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	30%	80%	40%	20%
Male	27%	73%		
Female	14%	86%		
Hispanic	31%	80%	42%	21%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	12%	85%	15%	8%
Native Hawaiian	---	---	---	---
White	29%	73%	47%	33%
Two or More Races	---	---		

Students	% Did Not Meet	% Approaching	% Met	% Masters
Economically Advantaged	21%	79%		
LEP	35%	65%		
Bilingual	37%	63%		
ESL	---	---		
Special Education	71%	29%		
Gifted & Talented	17%	83%		

Grade Level/Subject: __5th Grade Math_

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	9%	91%	51%	27%
Male	12%	88%		
Female	5%	95%		
Hispanic	9%	91%	54%	29%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	7%	92%	15%	8%
Native Hawaiian	---	---	---	---
White	14%	87%	42%	13%
Two or More Races	---	---		
Economically Advantaged	10%	90%	50%	28%
LEP	9%	91%		
Bilingual	10%	90%		
ESL	---	---		
Special Education	29%	71%		
Gifted & Talented	0%	100%		

Grade Level/Subject: __5th Grade Science_

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	27%	72%	44%	16%
Male	27%	73%	48%	21%
Female	27%	73%	38%	8%
Hispanic	29%	71%	46%	17%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	20%	80%	20%	0%
Native Hawaiian	---	---	---	---
White	21%	79%	36%	7%
Two or More Races	---	---	---	---
Economically Advantaged	30%	70%	43%	13%
LEP	38%	63%	40%	13%
Bilingual	41%	59%	38%	11%
ESL	---	---	---	---
Special Education	75%	25%	0%	0%
Gifted & Talented	13%	88%	88%	63%

Student Learning Strengths

Student Achievement Strengths

STAAR Results: Sheldon Elementary June 2020

Grade Level/Subject: __3rd Grade Reading_____

Strengths:

- The number of students meeting Master is in the double digits.
- The number of female students passing is about the same as the male students passing.
- The number of economically disadvantaged students sub-population is proportional to the grade level passing rate.

Grade Level/Subject: ____4th Grade Reading_____

Strengths:

- The number of Economically disadvantaged sub-population is proportional to the grade level passing rate.
- The number of male passing rate is higher than the females.

Grade Level/Subject: ___5th Grade Reading___(2nd Administration)___

Strengths:

- The number of female students passing is above the campus average
- The number of GT students passing rate is above the campus average
- The number of White students passing is at 71%, which is an increase

Grade Level/Subject: ___3rd Grade Math_____

Strengths:

- The campus average is higher than the district average.
- The number of Hispanic students who pass was about the same average as our campus average.
- The number of students who passed at the Masters level is at 24%.

Grade Level/Subject: _____4th Grade Math_____

Strengths:

- The campus average is higher than the district average.
- The number of students meeting Masters is in the 25%

Grade Level/Subject: ____5th Grade Math___(2nd Administration)___

Strengths:

- The number of economically disadvantaged students passing was at 90%
- The number of GT student passing was at 100%

- The number of girls passing was higher than the number of boys passing

Grade Level/Subject: ____4th Grade Writing _____

Strengths:

- The number of male students passing writing is higher than the campus average.
- The number of Hispanic students passing rate was higher than the campus average at 67%

Grade Level/Subject: ___5th Grade Science _____

Strengths:

- The number of female students passing is higher than the campus average
- There was a high number of African American students that passed the Science STAAR
- The number of GT students passing was at 88%

Grade Level/Subject: ____5th Grade Math ___(2nd Administration)___

Strengths:

- The number of economically disadvantaged students passing was at 81%
- The number of GT student passing was at 100%
- The number of girls passing was higher than the number of boys passing

Grade Level/Subject: ____4th Grade Writing _____

Strengths:

- The number of female students passing writing is higher than the campus average.

- The number of non-LEP first year exits students passing was higher than the campus average at 80%

Grade Level/Subject: ____5th Grade Science_____

Strengths:

- The number of female students passing is higher than the campus average
- There was a high number of Economically Disadvantaged students that passed the Science STAAR
- The number of GT students passing was at 100%

Based on campus trends in student achievement data, the following areas were identified as critical needs for the 2019-2020 school year:

1. Student achievement in Writing in all grade levels continues to be low when compared to the state average. Sheldon Elementary will continue to build a strong writing foundation in grades 1-5. We will impact this need through targeted professional development for all teachers in order to build teacher capacity in teaching the elements of effective writing and writing across the content areas at appropriate developmental levels.
2. Student reading achievement continues to show significant numbers of students in 2nd and 3rd grade are not on grade level. We will impact this need by building a balanced literacy library, providing grade-level specific classroom libraries, hands-on materials for small group instruction, and professional development on best practices in developing student literacy. In addition, providing students with a school-wide program that gets the school and parents involved in reading will be needed. Education Galaxy will assist in the intervention process.
3. 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 subpopulations. Education Galaxy and STEM Scopes have assisted in the intervention process and will be needed to continue to see an increase in math and science.
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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In Reading, the campus average is below the state average. The Special Education gap between all student performance is lower than the campus average. **Root Cause:** 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.

Problem Statement 2 (Prioritized): In Math, the special education average is lower than the campus average when compared to other special programs. **Root Cause:** Special Education teachers not working collaboratively with grade level teachers to ensure aligned curriculum. Special Ed teachers will attend PLC to ensure aligned curriculum. Special Ed teachers will provided focused intervention to master objective.

Problem Statement 3 (Prioritized): In 4th Grade Writing, the number of students passing at the masters level is below 10% and the number of ELL and Special Ed. students passing is lower than the campus average. **Root Cause:** There is a need for PD to teachers on effective writing implementation as well as a focus on writing across grade levels that will focus on all students.

Problem Statement 4 (Prioritized): In 5th Grade Science, the number of students meeting masters in LEP is below all student performance. The number of African American students passing at the Masters level is at 0%. **Root Cause:** There is a need for target instruction for EL students, in addition, to a focus on the African American subgroup during intervention time.

Problem Statement 5 (Prioritized): In Reading and Math, the white population average is below the state average for meets grade level and masters grade level. **Root Cause:**

There is a need for additional intervention time that address the needs of our white students population.

School Processes & Programs

School Processes & Programs Summary

The instructional core team that consists of the counselor, instructional coaches, and special specialist, which meet each week to discuss student data, instruction, and determine the needs of the teachers and students. This team will meet weekly to discuss student data, instruction, and determine the needs of the teachers and students.

Teachers at Sheldon Elementary utilizes the District Curriculum Scope and Sequence to guide the instruction in the classroom. Teachers participate in power planning session several times a year to review the upcoming curriculum and determine the areas of needs of the students. Instructional Coaches provide support to teachers through power planning sessions and weekly PLC meetings to ensure teachers are implementing effective instruction. Teachers review data during PLC meetings after each assessment and monitor student growth throughout the school year. Data Talks are scheduled with teachers twice a year to determine student progress. The planned intervention takes place each day for 50 minutes a day during Tiger Time where instruction is focused on intense intervention in the classroom or virtually.

Sheldon Elementary utilizes M-Class for Reading intervention and for Math intervention, I-Ready and STEMScopes Math for grades 1st - 5th grade to help with interventions and small group support. Dual Language is implemented in 1st grade and 3rd grade in both 1-way and 2-way instruction. STEMScopes is used in all grade levels to support the Science TEKS.

School Processes & Programs Strengths

Sheldon ISD provides the campus with the vertically aligned curriculum including a scope and sequence for teachers to follow in all four core subject areas.

- Instructional coaches are part of the planning session to build teacher capacity in the classroom through scheduled power planning sessions.
- Multiple teachers will be impacted by the TEA Reading Academy, AVID, STEM, and the Buck Institute professional development sessions this year to increase teacher capacity in Reading, Literacy, Study Skills, and Project-Based Learning.
- Teachers track their students' progress and discuss student performance with administrators through scheduled Data Talk sessions.
- The Dual Language program implementation will address the language needs of EL by supporting their first language while building their second language.
- Ongoing PD on guided reading for all teachers to help build reading fluency in the classroom or virtually.
- Weekly PLC meetings are scheduled each week to discuss student data, professional development, and instruction implementation.

School Processes and Programs Needs:

Based on effective systems and programs on existing elementary campuses, we have identified the following areas as critical needs for the 2020 - 2021 school year:

- In order to build a strong communication structure and home-school connections, we will adopt a campus-wide system that allows for multiple layers of communication among teachers, students, parents, and the campus.
- 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.
- Campus events will take place on a variety of days throughout the school year. The events will take place during the day as well as in the evening to accommodate our parents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The EL population is not performing at the same level as their peers. **Root Cause:** There is a gap in instruction due to the previous program not addressing language needs for EL students.

Problem Statement 2 (Prioritized): Students are not performing at the same rate as the state and are struggling in reading fluency. **Root Cause:** There is a gap in the implementation of literacy programs which do not address guided reading to support literacy needs.

Perceptions

Perceptions Summary

An analysis of campus data based on a parent survey conducted in spring of 2021, concluded that parents are satisfied with the elementary campus. As a result of this data, Sheldon Elementary will begin to establish an environment where all students feel safe and valued. We will also strive to provide a learning environment that maximizes learning opportunities for all students regardless of their background and socio-economic status. We will provide opportunities for parents to attend sessions that offer strategies to support learning at home. Parents will have a voice in the decision-making process of the campus plan by participating in the campus site-based team. We will also encourage parents to assist in providing staff training on working effectively with parents to develop positive relationships between home and school.

Students in grades 1 - 5 feel safe at school and generally enjoy coming to school each day, however, students desired the increased access to technology other than google classroom and recess. The teachers' survey indicated that they too desire more access to technology, specifically laptops to use at school and home. In addition, teachers request power planning time and PLC time for professional development. Classroom management is another concern among teachers. Parents indicated that time is the biggest constraint to parent involvement.

One of the primary goals of Sheldon Elementary is to promote parental and community engagement to support student achievement. A date is scheduled for a parent meeting at the beginning of the school year to update and review the Parent Involvement Policy. Due to COVID, the meeting will allow for parents to participate virtually or face-to-face. In order to achieve this goal, we will provide an opportunity for parents to become partners in the education of their students. Parents will continually be encouraged to become active participants at family events such as Literacy night, Data nights, Math and Science Nights, AVID nights, etc. The faculty/staff of Sheldon Elementary will hold parent meetings and host family events to promote a positive partnership. A volunteer program, PAWS (Parents Assisting With Students), and the PTO are also established for parent involvement opportunities.

Our vision includes the belief that:

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

The Campus CNA was reviewed and revised on the following dates: June 8, 2021

Perceptions Strengths

An analysis of campus data found the following strengths and areas of need based on the Sheldon ISD Parent Engagement Survey:

Based on the survey given to teachers and staff at the end of the 2020-2021 school year, the staff feels that the atmosphere at Sheldon Elementary is good. They believe data is used to inform curriculum and instruction and that they have a voice in the decision-making of the campus.

Based on the results of the parent survey, parents feel comfortable with the teachers and communication at Sheldon Elementary.

Through power planning, teachers requested, PD on guided reading and guided math increase the learning and success of the students. District coordinators will work closely with teachers to build strength in the delivery of instruction and support of the classroom teachers.

Sheldon Elementary will have multiple opportunities for parents to engage in campus workshops during academic nights, such as Literacy Night, Math and Science Night, etc. Parents and community members can participate in the Campus Improvement Team (SBDMC) committee to provide feedback about school issues or concerns regarding the campus. Annual surveys are conducted to measure parent/community perception of the overall campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The school continues to promote parental support; however, we need to provide an understanding of the benefits of academic nights and how it can support their child. **Root Cause:** There need to be communication on the events on how the events can support student success. .

Problem Statement 2 (Prioritized): There is not enough parents attending academic family events. **Root Cause:** The times and dates of academic nights have not varied to meet the needs of the parents.

Priority Problem Statements

Problem Statement 1: The EL population is not performing at the same level as their peers.

Root Cause 1: There is a gap in instruction due to the previous program not addressing language needs for EL students.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The school continues to promote parental support; however, we need to provide an understanding of the benefits of academic nights and how it can support their child.

Root Cause 2: There need to be communication on the events on how the events can support student success. .

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Sheldon elementary needs to provide diversity training for staff. There needs to be an increase in materials in Spanish to support the Dual Language program and develop bi-literate students. Our campus needs to provide language support for parents for our Spanish speaking parents.

Root Cause 3: The student demographics by ethnicity for the school year 2019-2020, Hispanic and white were two main ethnicities for the campus. The campus African American population is lower than the district percentage. The Hispanic and White population is higher than the district percentage.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Sheldon Elementary needs staff training on how support a diverse group of students. Once the professional development has been conducted, the campus need to implement strategies that maintain the professional development.

Root Cause 4: The longitudinal demographics by ethnicity for Sheldon Elementary showed the Hispanic population steadily increased between 2019-2020. The Hispanic, White, and African American population have been the main ethnicity. The demographics show there are few American Indian, Asian, Native Hawaiian, and two or more races.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Sheldon Elementary needs to increase the number of identified gifted and talented students. There needs to be ongoing instructional support for EL students at the campus level.

Root Cause 5: The demographics by special populations show the percentage of EL is higher than the other sub-population. The data shows a high economically disadvantage population when compared to the state data.

Problem Statement 5 Areas: Demographics

Problem Statement 6: In Reading, the campus average is below the state average. The Special Education gap between all student performance is lower than the campus average.

Root Cause 6: 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.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: In Math, the special education average is lower than the campus average when compared to other special programs.

Root Cause 7: Special Education teachers not working collaboratively with grade level teachers to ensure aligned curriculum. Special Ed teachers will attend PLC to ensure aligned curriculum. Special Ed teachers will provided focused intervention to master objective.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: In 4th Grade Writing, the number of students passing at the masters level is below 10% and the number of ELL and Special Ed. students passing is lower than the campus average.

Root Cause 8: There is a need for PD to teachers on effective writing implementation as well as a focus on writing across grade levels that will focus on all students.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: In 5th Grade Science, the number of students meeting masters in LEP is below all student performance. The number of African American students passing at the Masters level is at 0%.

Root Cause 9: There is a need for target instruction for EL students, in addition, to a focus on the African American subgroup during intervention time.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Students are not performing at the same rate as the state and are struggling in reading fluency.

Root Cause 10: There is a gap in the implementation of literacy programs which do not address guided reading to support literacy needs.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is not enough parents attending academic family events.

Root Cause 11: The times and dates of academic nights have not varied to meet the needs of the parents.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: In Reading and Math, the white population average is below the state average for meets grade level and masters grade level.

Root Cause 12: There is a need for additional intervention time that address the needs of our white students population.

Problem Statement 12 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: October 19, 2021

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

Performance Goal: By June 2022, Sheldon Elementary will increase overall STAAR component score from 26 to 40 by increasing the number of students who achieve meets and masters.

Performance Objective 1: By June 2022, STAAR component for Reading all grades 3-5 will increase from 29 to at least 37.

-By June 2022, student performance on STAAR 3rd - 5th-grade STAAR Reading scores will increase from 52% to 64% at the Approaches.
-By June 2022, student performance on STAAR 3rd - 5th-grade STAAR Reading scores will increase from 25% to 33% in the Meets Grade Level.
-By June 2022, student performance on STAAR 3rd - 5th-grade STAAR Reading will increase from 12% to 16% in the Masters.

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Exceeded Performance Objective and will like to continue and modify for next year, due to exceeding campus goal.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student data binders, and setting goals with students after each local assessment to monitor student academic growth by grade level and sub pops. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher AVID/Data Binders Running Records Lesson Plans Teacher Observations Coaching Cycles MClass/IDEL **Staff Responsible for Monitoring:** Teachers Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** Reading A-Z - 199-General funds - $100, Spanish Resources - 211-Title I - $7,000, STAAR Prep Resources - 199-General funds - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Facilitate the implementation and fidelity of the utilization of best reading practice through power planning sessions, data analysis, PLCs, modeling of Balanced Literacy and Guided Reading in 1st and 2nd grade, coaching rounds for all teachers, and AVID WICOR instructional strategies in 1st - 5th grade to support all students in meeting the challenging State academic standards. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher AVID/ Data Binders Running Records Lesson Plans Observations Coaching Cycles MClass/IDEL **Staff Responsible for Monitoring:** Teachers District ELAR Coordinator Administrators Reading Instructional Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Tiger Time (Accelerated Learning Period) to provide accelerated instruction for at risk students on reading skills, accelerated learning, and after school tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, and White population, etc) and individual students. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Formative Assessments Rubrics and Checklists Student Data Binders Teacher AVID Binders Running Records Lesson Plans Observations Coaching Cycles DRA/EDL **Staff Responsible for Monitoring:** Administrators Reading Instructional Specialist Reading Interventionists Teachers will provide tutorials and intervention **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Comprehensive Support Strategy**	35%	75%	90%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide teachers with monthly RtI meetings to discuss student performance and track student progress and determine instructional needs. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** RtI paperwork Progress Measure Form Teacher data tracking binder **Staff Responsible for Monitoring:** Reading Interventionist Administrators Teachers monitor student data	40%	65%	100%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement and Facilitate camp prior to STAAR to enrich and remediate students on Reading skills for grades 3-5. (March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher AVID/Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers create CAMP schedule ELA Instructional Specialist Grade Level Team Leader	N/A	N/A		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide reading universal screener for students in 1st - 5th grade to give targeted, individualized support for each student, including those identified as at-risk and those who need higher level enrichment in Reading. We will monitor and assess student performance monthly. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments MClass Assessment Rubrics and Checklists Student Data Binders Teacher Data Binders **Staff Responsible for Monitoring:** Teachers Reading Instructional Specialist **TEA Priorities:** Build a foundation of reading and math				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The campus will offer a transition program for students coming to 1st grade from kindergarten and students leaving 5th grade going to 6th grade. **Strategy's Expected Result/Impact:** Student attendance in the program and their level of participation. **Staff Responsible for Monitoring:** Counselor, assistant principal, and principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: By June 2022, Sheldon Elementary will increase overall STAAR component score from 26 to 40 by increasing the number of students who achieve meets and masters.

Performance Objective 2: A. By May 2022, student performance at the end of the year 1st grade Math assessments, the students will increase from 82% to 85%.
By May 2022, student performance at the end of the year 2nd grade Math assessment, the students will increase from 26% to 50%.

By June 2022, The STAAR component scores for all students taking the STAAR Math (3-5) will increase from 31 to 42.
-By June 2022, student performance on STAAR 3rd - 5th-grade STAAR Math scores will increase from 54% to 66% at the Approaches.
-By June 2022, student performance on STAAR 3rd - 5th-grade STAAR Math scores will increase from 28% to 36% in the Meets Grade Level.
-By June 2022, student performance on STAAR 3rd - 5th-grade STAAR Math will increase from 10% to 14% in the Masters.

Summative Evaluation: Met Objective

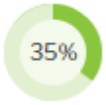
Next Year's Recommendation: Met Performance Objective and will like to continue and modify for next year, due to exceeding campus goal.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Facilitate the implementation and fidelity of the utilization of Math District Curriculum through power planning sessions at the campus and district levels, data analysis, PLCs, modeling of Guided Math, coaching rounds, AVID (1st - 5th grade) strategies, WICOR instructional strategies, math word walls, and inquiry based learning to support all students in meeting the challenging State academic standards. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Rubrics and Checklists Student Data Binders Teacher AVID/Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers will monitor student data Math Instructional Specialists Administrators **Funding Sources:** STAAR Prep Resources - 199-General funds - $500, Reasoning Minds Resource - 211-Title I - $7,000	35%	60%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide job embedded professional development through the utilization of district and campus instructional specialist, campus interventionist, district math coordinator through power planning guidance, and modeling and providing teacher feedback on Guided Math. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Campus-Base Assessments Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** District Math Coordinator Math Instructional Specialists Math Interventionist Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Tiger Time (Accelerated Instruction) to provide interventions and accelerated instruction for at risk students on math skills, accelerated learning, and after school tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, and White population, etc) and individual students. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Common Assessments Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Administrators Teachers will implement intervention Math Instructional Coaches Math Interventionists **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student data binders, and setting goals with students after each local assessment to monitor student academic growth by grade level and sub pops. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Formative Assessments I-Ready Rubrics and Checklists Student Data Binders Teacher AVID Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers will monitor student data Math Instructional Coaches Math Interventionist Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize technology to increase student engagement, reinforce previously learned skills, and to promote research/project based learning through STEM Lab, Computer Lab and classroom Tier 1 Instruction.(October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Common Assessments Rubrics and Checklists Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Math & STEM Lab teachers will utilize the classroom technology Math Instructional Specialist Administrators				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Facilitate and implement grade level (3-5) camp prior to STAAR to enrich and remediate students on Math and Reading TEKS. (March 2022, April 2021 and May 2022) **Strategy's Expected Result/Impact:** District Assessments Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers create CAMP schedule Math Instructional Coach	N/A	N/A		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: By June 2022, Sheldon Elementary will increase overall STAAR component score from 26 to 40 by increasing the number of students who achieve meets and masters.

Performance Objective 3: By June 2022, the component score for all students taking the STAAR 5th Science will increase from 19 to 32.

By June 2022, student performance on STAAR 5th grade STAAR Science scores will increase from 46% to 60% at the Approaches.
By June 2022, student performance on STAAR 5th grade STAAR Science scores will increase from 8% to 20% in the Meets Grade Level.
By June 2022, student performance on STAAR 5th grade STAAR Science will increase from 4% to 8% in the Masters.

Summative Evaluation: Significant progress made toward meeting Objective

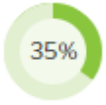
Next Year's Recommendation: The campus did not meet the component score goal on this objective, but we did make progress toward the goal. We would like to continue and modify.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All students in grades 1-5 will utilize the Science Lab to participate in hands-on, inquiry based lessons and activities. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teacher will follow schedule provided Math Instructional Coach	40%	60%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement Science Power Words during daily announcements, anchor charts, and word walls to increase science vocabulary. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Science Instructional Specialist Administrator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Hold camp prior to STAAR to enrich and remediate students in Grade 5 on science skills (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers create CAMP schedule Science Instructional Specialist	N/A	N/A		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide hands-on and inquiry based 5E lessons to actively engage students in science content in classrooms and in the science lab. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers lesson plans Math Instructional Coach				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continuous monitoring of data by utilizing the progress monitoring form, quarterly data talks with students and staff, the implementation of student data binders, and setting goals with students after each assessment. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Administrators Teachers track student data Science Instructional Specialist Interventionists				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: By June 2022, Sheldon Elementary will increase overall STAAR component score from 26 to 40 by increasing the number of students who achieve meets and masters.

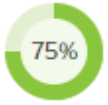
Performance Objective 4: Sheldon Elementary will improve student preparation for college and career readiness through the implementation of AVID strategies with 100% of all students.

Summative Evaluation: Met Objective

Next Year's Recommendation: This will be huge focus for the upcoming school year. We have met performance objective and would like to continue.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate with secondary counselors to organize and implement fifth grader transition visit to middle school campuses. (May 2022) **Strategy's Expected Result/Impact:** Students and parents will be aware of the variety of learning opportunities available to them at the middle school and registered for classes. **Staff Responsible for Monitoring:** Counselor Teachers	N/A	N/A		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Collaborate with early childhood campus to organize and facilitate kindergarten transition visit to Sheldon Elementary campus. (May 2022) **Strategy's Expected Result/Impact:** Students and parents will be provided with all pertinent information. **Staff Responsible for Monitoring:** Counselor Teachers	N/A	N/A		

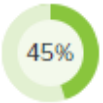
Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct College Week to provide activities/awareness events. (Jan. 2022) **Strategy's Expected Result/Impact:** Student survey **Staff Responsible for Monitoring:** Counselor Teacher Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: College Day - students and staff wear college shirts of their choice once per week. (October 2021, January 2022, March 2022, May 2022)) **Strategy's Expected Result/Impact:** Monthly calendar, student survey **Staff Responsible for Monitoring:** Counselor Administrators	40%	60%	90%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Offer a variety of clubs to enrich academics; such as: Honor Choir, Art Club, Robotics, Student Council, etc. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Parent Programs, Events and Competition **Staff Responsible for Monitoring:** Classroom Teacher sponsors	35%	60%	90%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Train staff in the adoption of AVID WICOR strategies in grades 1st - 5th monthly and monitor implementation of these strategies in lesson plans and classroom instruction. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Reading STAAR Results, Student Progress Measure Form **Staff Responsible for Monitoring:** 1st - 5th Grade Teachers AVID Site Team	40%	50%	80%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Utilize the AVID organizational tools with students in 1st -5th grades. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Student Binders, Teacher AVID Binders and Student goals **Staff Responsible for Monitoring:** 1st - 5th Grade Teachers AVID Campus Coordinator AVID Site Team **Funding Sources:** - 211-Title I - Supplies - $1,500	35%	50%	75%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Attend Summer AVID Summer Conference to improve on instructional strategies, organizational skills, and prepare students for college and career readiness. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Prepare students for College and Career Readiness. Improve on student preparation for college. **Staff Responsible for Monitoring:** 1st - 5th Grade Teachers AVID Campus Coordinator AVID Site Team **Funding Sources:** - 199-State Comp. Ed. - $10,000	N/A	N/A		

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Offer an After School program that provides academic assistance for at-risk students as well as enrichment activities aligned to the performing and visual arts that promote the well rounded learner by connecting learning in the arts to the learning in the core subject classrooms. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Student attendance in the After School Program Student participation in intervention programs Parent participation in parent workshops Student participation in programming such as karate, dance, etc. **Staff Responsible for Monitoring:** After school Program Site Coordinator Administrators After School Project Director Executive Director of Federal Programs and Grants **Funding Sources:** Activities to support literacy and numeracy - $500				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Offer an After School Program that will provide academic assistance in reading, mathematics, science, social studies and college and career readiness. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Student attendance in the After School Program Student participation in intervention programs Parent participation in parent workshops **Staff Responsible for Monitoring:** After School Program Site Coordinator Administrators After School Program Project Director Executive Director of Federal Programs and Grants **Funding Sources:** Activities to support literacy and numeracy - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Performance Objective 1: By June 2022, one hundred percent (100%) of campus classrooms will continue to be taught by highly effective teachers.

Summative Evaluation: Met Objective

Next Year's Recommendation: All classroom positions were filled by certified staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Track Teacher/Staff participation in professional development opportunities. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Eduphoria, Certificates of completion, **Staff Responsible for Monitoring:** Administration	35%	60%	80%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Communicate with all identified teachers to share the state testing schedule and provide support activities along with Staff Development opportunities by providing training to teachers that relates to understanding the TEKS for effective teaching and learning. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Meeting documentation, Campus having 100% of teachers meet HQ standards **Staff Responsible for Monitoring:** Administrators Instructional Coaches	35%	60%	90%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Notification letters to parents of students who are in classes with personnel who are not HQ. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Documentation of letter and date sent, HQ list from district personnel services, **Staff Responsible for Monitoring:** Administration Personnel Services	100%	100%	100%	100%

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

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

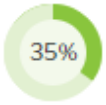
Performance Goal: Support teachers in their attainment of proficiency as defined by the T-TESS instrument.

Performance Objective 2: By June 2022, all core content teachers will attend at least one campus or district professional development per semester to help them achieve proficient in each domain of the T-TESS instrument. (October 2021, January 2022, March 2022, May 2022)

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue with goal, modify to domains of Planning and Instruction.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide each new teacher (any teacher with less than two years of experience) with a campus-based mentor, staff development, observation time, and coaching. We will also provide all new to Sheldon Elementary teachers with a support teacher. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Classroom walk-through data, T-Tess documentation **Staff Responsible for Monitoring:** Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training for all teachers on (RTI) and the RtI process, STAAR strategies and deconstruction, technology, team building, building positive relationships, PBIS, and Special Ed. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Appropriate RTI referrals to HELP team, staff development agendas and sign in sheets, STAR Chart, Teacher survey **Staff Responsible for Monitoring:** Administrators Instructional Coaches Campus District personnel.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide in-district training for the after school program staff on needs and requirements of the program as well as training on the following topics: Dual Language, Project Base Learning, Classroom Management, Time Management, Working with Difficult Students, Communicating with Parents, and the Delivery of the Instructional Lesson Plans in all four content areas. Other training will be mandatory such as sexual harassment, bullying, Pest control and other training resources as required or deemed necessary. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Classroom observations and student engagement **Staff Responsible for Monitoring:** After School Site Coordinator Instructional Coaches Administrator	35%	60%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide specific training for the After School Program Site Coordinator by attending local, state and national conferences, in-district training and other training resources as required or deemed necessary. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Principal walk-throughs and reports on student and parent participation **Staff Responsible for Monitoring:** After School Site Coordinator Administrator Project Director **Funding Sources:** Trainings, workshops, conferences, etc. - $1,500	35%	60%	70%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize district liaison to monitor and support the Academic infrastructure of the After School Program. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** * Student Performance as it relates to report card grades and District Assessments, MOCK and Interim Assessments. * Attendance **Staff Responsible for Monitoring:** Administrator After School Program Site Coordinator After School Program Project Director **Funding Sources:** Instructional Materials - $5,000	35%	60%	75%	→

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

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

Performance Goal: Increase parental involvement across the district.

Performance Objective 1: By June 2022, Sheldon Elementary will offer a minimum of 3 parent/community activities per semester. (October 2021, January 2022, March 2022, May 2022)

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We offered more than 3 parent/community engagement activities per semester.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Keep lines of communication open between school and parents (i.e., newsletter, report cards, parent conferences, letters, surveys, marquee, parent compacts, Class Dojo, school web page, campus Twitter, AVID binders, Tuesday Folders, agenda books, Safe Dismissal) in both English and Spanish (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Parent survey Student survey **Staff Responsible for Monitoring:** Teachers communication to parents Administration **Schoolwide and Targeted Assistance Title I Elements:** 3.1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for parents to participate in school activities. A flexible schedule will be provided to parents for parent engagement activities. Activities will be offered in the a.m. and p.m. on various days of the week to meet the needs of the parents/families. (i.e., Math and Science night, SDMC Committee, LPAC, ARD, Literacy Nights, PTO, Field Day, Bookfair, Mommy and Me Luncheon, Daddy and Daughter Dance, Parent Orientation, Chaperons). Once COVID restrictions are lifted, we will reach out to the community for a site parents can participate in parent engagement. We will also adjust activities to be offered virtually due to COVID restrictions. (September 2021, October 2021, November 2021, January 2022, March 2022, April 2022) **Strategy's Expected Result/Impact:** Sign in sheets from events, **Staff Responsible for Monitoring:** Administrators SDMC representative Counselor Librarian **Schoolwide and Targeted Assistance Title I Elements:** 3.2	35%	50%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and keep parents informed in English and Spanish regarding student progress and after school issues and print copies of after school activities, and daily forms in the after school program (Tiger U). (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Artifacts, parent survey, Activity Sponsor **Staff Responsible for Monitoring:** After school staff and coordinator **Funding Sources:** Office, teaching and art supplies, copier supplies for coordinators office - 265-21st Century After-School Program (Cycle 10) - $1,494.88	100%	100%	100%	→

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

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

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

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Will continue, modify and add state required mandates in plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement crisis management plan which includes monthly safety drills. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Log of drills **Staff Responsible for Monitoring:** Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide safety training to staff (ie. safe school online). (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Agendas, sign in sheets, logs of drill practices **Staff Responsible for Monitoring:** Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Form a COVID Response Team to address need of all student and staff COVID cases. We will provide remote conferencing for students who are excluded from campus due to COVID. In addition, the campus will provide desk shields, hand sanitizing stations and clean common surfaces daily. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Provide a safe learning environment for all students. **Staff Responsible for Monitoring:** Office Staff Nurse Administrators Attendance Clerk Teacher				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide student instruction to promote safety and protect against violence and bullying. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Lesson plans, Student discipline, Minor Incident Report, Referrals **Staff Responsible for Monitoring:** Counselor Administrators	15%	50%	80%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide student awards each nine weeks. (Honor Roll, House Points, Character Cafe, etc.) (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Award lists for each specific award **Staff Responsible for Monitoring:** Administrators Counselor Teachers	15%	40%	80%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement campus the HOUSE system that will contribute to PBIS that provides expectations and incentives such as Points system that encourages students to do well in school. The incentives include a HOUSE trophy and end of the year HOUSE party with the HOUSE that has the most points. (October 2021, January 2022, March 2022, May 2022) **Strategy's Expected Result/Impact:** Discipline Records and student survey **Staff Responsible for Monitoring:** Administrators Counselor Teachers	40%	50%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Sheldon Elementary will provide financial accountability.

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

Performance Objective 1: By March 2022, 80% of campus budget will be spent to address the needs of the students and aligned to the campus goals.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to monitor this goal and meet with secretary. Also, survey the staff more for campus/classroom needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Every month my secretary will provide an updated budget report for review to determine funding throughout the year. (Aug. 2021, September 2021, October 2021, November 2021, December 2021, January 2022, February 2022, March 2022, April 2022, May 2022) **Strategy's Expected Result/Impact:** Budget report **Staff Responsible for Monitoring:** School Secretary Administrator	35%	50%	80%	→

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

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The Sheldon Elementary needs assessment process is described below:

The Sheldon Elementary Comprehensive Needs Assessment (CNA) process was reviewed. The campus site-based team convened on June 8, 2021 to facilitate the development of the campus comprehensive needs assessment and the campus improvement plan. The goal of the meeting was for the committee to combine their efforts to maintain best-practice that identify needs for improvement for Sheldon Elementary in the 2019-2020 school year. Throughout the needs assessment SBDMC committee meeting, the following topics were addressed:

- The purpose and intended outcomes of the needs assessment process were clearly defined by the campus principal
- Articulation of the content (what the needs assessment will cover), the process (how the needs assessment will be accomplished), and the what the school will use and how the results will be conveyed.

The site-based team consisted of the following:

Name	Position
Rachelle Ysquierdo	Principal
Jarea Hymon	Classroom Teacher
Carol Matthews	Classroom Teacher
Erik Gil	Classroom Teacher
Marilyn Spikes	Classroom Teacher
Frank Lugo	Classroom Teacher
Lisa Sprehe	Classroom Teacher
Esther Aguilar	Parent
Kristen Haynes	Business Partner

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.

The campus improvement plan and parent and family engagement policy are available on campus in the front office, the campus library, the foyer of the Ney Administration building, and at the local community library.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan will be reviewed and, if necessary, revised as part of an ongoing system of monitoring by the Campus Site-based Decision-Making Committee, which conducts initial meeting and quarterly meetings.

There will be a formative review on the following dates:

September 21, 2021

October 19, 2021

January 18, 2022

March 22, 2022

May 19, 2022

2.3: Available to parents and community in an understandable format and language

The campus improvement plan and parent and family engagement policy are available on campus in the front office, the campus library, the foyer of the Ney Administration building, and the North Channel local community library.

2.4: Opportunities for all children to meet State standards

Sheldon Elementary strategies are established to support all students meet state standards.

3.1: Develop and distribute Parent and Family Engagement Policy

The Sheldon Elementary worked jointly with parents to develop the parent policy. The parents were notified of the policy and the policy was provided to the parents in a language they understood. The policy is made available to the community and updated periodically to meet the changing needs of parents and the school.

The committee who assisted in the development of the Parent and Family Engagement Policy is listed below:

Name	Position
Jana Rolling	Principal
Britton West	Classroom Teacher
Michelle Garcia	Classroom Teacher
Maria Vallejo	Classroom Teacher
Ashley Smith	Classroom Teacher
Venessa Garza	Classroom Teacher
Marilyn Spikes	Classroom Teacher
Esther Aguilar	Parent
Kristen Haynes	Business Partner

Title I Personnel

Name	Position	Program	FTE
Angela Haywood	Campus Instructional Specialist	Title I	1
Lesley Tamez	Instructional Aide	Title I	1
Lisa Sprehe	Campus Instructional Specialist	Title I	1
Luzdivina Cantu	Campus Instructional Specialist	Title I	1

Campus Funding Summary

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

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

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

265-21st Century After-School Program (Cycle 10)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Office, teaching and art supplies, copier supplies for coordinators office		$1,494.88
				Sub-Total	$1,494.88