Sheldon Independent School District

Sheldon Lake 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

Mission:

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

Vision:

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

Value Statement

School Profile

Sheldon Lake Elementary is one of six campuses in Sheldon Independent School District. Sheldon Lake Elementary will be opening its doors in the 2019-2020 school year and serves predominantly low socio-economic families. Sheldon Lake Elementary will serve approximately 606 students in grades 1st through 5th. As the number of students at Sheldon Independent school year has increased steadily over the past five years, Sheldon ISD made a decision to open a sixth elementary campus for the upcoming school year.

Introduction

The Sheldon Lake Elementary needs assessment process is described below:

The Sheldon Lake Elementary Comprehensive Needs Assessment (CNA) process began on June 3, 2019 and has continued throughout the 2019-2020 school year. However, due to the COVID pandemic, our end of year CNA review was held virtually on June 2, 2020. The meeting was conducted from 8:30 AM to 3:30 PM via Zoom and included the attendance of campus administrators, campus teachers and staff, a business representative, and parent representatives. Throughout the needs assessment SDMC committee meeting, the following topics were addressed:

- The purpose and intended outcomes of the needs assessment process were clearly defined by campus principal
- Desired actions, committee meeting agenda, and responsibilities for all related activities were clearly communicated
- Identification of present stakeholders, plan for their involvement, and invitation for participation took place at the beginning of the planning process
- Articulation of the content (what the needs assessment will cover), the process (how the needs assessment will be accomplished), and the presentation (what the school will use and how the results will be conveyed).
- Virtual instruction and the resources/materials needed to maximize teacher facilitation of virtual learning.

During the data analysis, the site-based decision-making team formed subcommittees to evaluate previous years' data for grades 1st – 5th. The committee evaluated program evaluations, survey results and local benchmarks/snapshots (because we did not have any state assessment information). Throughout this phase of the needs assessment, each group

collected, compared and analyzed various sources of data to organize and present their interpretation of strengths, areas or need, and root causes. Documentation of the process includes meeting minutes, agenda, sign in sheets, and copies of data reviewed.

The following SDMC members were present for the initial meeting:

- Christopher Dickson, Maria Lavios (Administrators)
- Angie Perez (Counselor)
- Gracie Martinez (Secretary/Paraprofessional)
- Kathryn Meier (Parent)
- Rosario Perez Business Partners)
- Yolimiar Mears and Tina King (Campus Instructional Specialist)
- Rosa Ramos, Natalie Leger, Renee Angelilli, Kimberly Glover, Adriana Sanchez, Miguel Martinez, Katie Gillott, Lauren Cardenas (Teachers)

Committee members reviewed the date listed above to identify areas of strengths and problems and the conclusions are shared in the Comprehensive Needs Assessment below.

The SDMC will meet monthly during the 2020-2021 school year and will review the CNA and CIP in a formative review format on 11/10/20, 1/19/21, 3/9/21, and 6/8/21. 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).

We continue to be guided by the Essential Schools Framework. At our leadership team met on September 30, 2019, we identified the following areas to target as high-yield priorities for the 2019-2020 school year and will continue these for the 2020-2021 school year:

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

2. Campus practices and policies that demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

5.1 Objective-driven daily lesson plans with formative assessments

1. All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple and differentiated paths of instruction that leads to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners.

5.3 Data-driven Instruction

2. Teachers use a corrective instructional action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.

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Comprehensive Needs Assessment

Revised/Approved: June 3, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

Our Site-Based Decision Making Committee met on June 3, 2021 to perform a summary assessment on the 2020-2021 school year, suggest adjustments to our current goals, analyze our final STAAR data and to conduct the Campus Needs Assessment for the 2021-2022 school year. The following members of our Site-Based Decision Making Committee were in attendance at the June 3 meeting:

Christopher Dickson, Principal Maria Lavios, Assistant Principal

Gracie Martinez, Secretary Kelli Putman, SDMC Chair and Teacher

Kathrine Meier, Parent Veronica Flores, Parent

Victoria Louis, Teacher Dorcassia Richard-Lewis, Teacher

Adriana Sanchez, Teacher Janette Chavez, Teacher

After a review of our current needs, the committee has decided that because of the effects of the COVID-19 pandemic on student achievement growth, our primary area of need is closing the gaps on student learning, including the following priority problems and critical needs:

1. 40% of students in grades 3 and 4 scored below approaches grade level on STAAR Math and will need extensive interventions.

2. 45% of students in grades 3 and 4 scored below approaches grade level on STAAR Reading and will need extensive interventions.

3. We are adding two interventionists to our staff this year and we will need to purchase additional manipulatives, leveled readers, online resource licences and other intervention materials to impact the effects of the "Covid slide" in academic achievment.

4. There is a heavy increase in students who have severe social-emotional learning gaps, anger, anxiety and inability to resolve conflicts.

Demographics

Demographics Strengths

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Student Learning

Student Learning Summary

School Processes & Programs

School Processes & Programs Summary

Priority Problem Statements

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 End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- TTESS 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 Lake Elementary will maximize student learning for all students.

Performance Goal: By June 2022, Sheldon Lake Elementary will increase the overall STAAR component score from 29 to 39 by increasing the number of students
who achieve meets and masters.

Performance Goal: We will increase overall student performance on STAAR for students scoring at Approaches from 67%-75%; Meets from 36% to 39% and Masters from 17% to 22% by June 2021.

Performance Objective 1: By June 2022, student performance in 1st and 2nd grade will meet the standard of 70% on the End of Year MClass TRC/ DIEBLES IDELfor all students to establish a baseline.

A. By June 2022, The student achievement scores for all students taking the STAAR Reading (3-5) will increase from 69% to 73%.

By June 2022, student performance on STAAR 3rd - 5th grade STAAR Reading scores will increase from 70% to 74% at the Approaches.
By June 2022, student performance on STAAR 3rd - 5th grade STAAR Reading scores will increase from 34% to 37% in the Meets Grade Level.
By June 2022, student performance on STAAR 3rd - 5th grade STAAR Reading will increase from 19% to 23% in the Masters.

By June 2022, student performance for the African American population will increase from 28% to 32% on meets grade level or above.

B. Student Growth Measure: By June 2022, the overall growth measure will increase from 57% to 62%.

C. Closing the Gap Measure: By June 2022, the closing the gap measure will increase from 56% to 68%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Reading Scores, District Assessments

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Modify the goal to reflect final outcomes based on STAAR 2022 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. 2021, November 2021, January 2022, March 2022, and June 2022) **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	N/A	100%	100%	

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. 2021, November 2021, January 2022, March 2022, and June 2022) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title I - $1,000	5%	100%	100%	

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. 2021, November 2021, January 2022, March 2022, and June 2022) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:**	N/A	30%	70%	

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. 2021, November 2021, January 2022, March 2022, and June 2022) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title I - $500	N/A	50%	70%	

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. (Weekly throughout the 2021- 2022 school year) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	N/A	50%	70%	

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. (Weekly throughout the 2021-2022 school year) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.5	N/A	N/A	N/A	

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. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** Increased instructional capacity for all teachers in Reading. **Staff Responsible for Monitoring:** Teachers, Campus Instructional Specialists Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, 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	N/A	55%	70%	

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. 2021, November 2021, January 2022, March 2022, and June 2022) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $2,500, - 211-Title I - $2,500	N/A	N/A	20%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: The campus will support a transition event for kindergarten students moving from kindergarten to 1st grade and 5th grade to 6th grade. This will allow students to be better prepared academically, socially, and emotionally. **Strategy's Expected Result/Impact:** Student participation and attendance. **Staff Responsible for Monitoring:** Counselor and principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: By June 2022, Sheldon Lake Elementary will increase the overall STAAR component score from 29 to 39 by increasing the number of students
who achieve meets and masters.

Performance Goal: We will increase overall student performance on STAAR for students scoring at Approaches from 67%-75%; Meets from 36% to 39% and Masters from 17% to 22% by June 2021.

Performance Objective 2: By June 2022, student performance on the end of the year 1st grade Math assessments, the students will increase from 89% to 90%.

By June 2022, student performance on the end of the year 2nd grade Math assessment, the students will increase from 31% to 55%.

A. By June 2022, The student achievement scores for all students taking the STAAR Math (3-5) will increase from 75% to 80%.

By June 2022, student performance on STAAR 3rd - 5th grade STAAR Math scores will increase from 74% to 80% at the Approaches.
By June 2022, student performance on STAAR 3rd - 5th grade STAAR Math scores will increase from 40% to 44% in the Meets Grade Level.
By June 2022 student performance on STAAR 3rd - 5th grade STAAR Math will increase from 18% to 22% in the Masters.

By June 2022, 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 2022, the overall growth measure will increase from 67% to 72%.

C. Closing the Gap Measure: By June 2022, the closing the gap measure will increase from 62% to 75%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Math Scores, District assessments

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Modify the goal to reflect final outcomes based on STAAR 2022 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. 2021, November 2021, February 2022, and June 2022) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Build a foundation of reading and math	N/A			

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. 2021, November 2021, February 2022, and June 2022) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $1,000	N/A			

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. 2021, November 2021, February 2022, and June 2022) **Strategy's Expected Result/Impact:** Increased instructional capacity for all teachers in Math. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Purchase start up math manipulatives and materials - 211-Title I - $6,000	N/A			

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. 2021, November 2021, February 2022, and June 2022) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	N/A			

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. 2021, November 2021, February 2022, and June 2022) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $2,500, - 211-Title I - $500	N/A	25%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Goal: By June 2022, Sheldon Lake Elementary will increase the overall STAAR component score from 29 to 39 by increasing the number of students
who achieve meets and masters.

Performance Goal: We will increase overall student performance on STAAR for students scoring at Approaches from 67%-75%; Meets from 36% to 39% and Masters from 17% to 22% by June 2021.

Performance Objective 3: By June 2022, The student achievement scores for all students taking the STAAR 4th Writing will increase from 50% to 56%.

By June 2022, student performance on 4th grade STAAR Writing scores will increase from 55% to 58% at the Approaches.
By June 2022, student performance on 4th grade STAAR Writing scores will increase from 22% to 27% in the Meets Grade Level.
By June 2022, student performance on 4th grade STAAR Writing will increase from 6% to 10% in the Masters level.

Evaluation Data Sources: STAAR Writing Scores, District assessments

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Discontinue goal. There is no stand alone STAAR writing assessment. Writing is now embedded in the reading assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Facilitate continuous monitoring of data through student writing 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. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** Data-driven analysis of instructional methods, interventions and enrichment strategies for increased student achievement. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals	N/A	N/A	N/A	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize our Intervention and Enrichment block to provide small group interventions in writing skills, accelerated learning opportunities in Music, Art, Drama and Dance that connect learning to the core subjects, 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. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** Increased student achievement in writing for each student, based on their individual growth. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** - 211-Title I - $1,500	N/A	N/A	N/A	✗

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

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

Performance Goal: By June 2022, Sheldon Lake Elementary will increase the overall STAAR component score from 29 to 39 by increasing the number of students
who achieve meets and masters.

Performance Goal: We will increase overall student performance on STAAR for students scoring at Approaches from 67%-75%; Meets from 36% to 39% and Masters from 17% to 22% by June 2021.

Performance Objective 4: By June 2022, The student achievement scores for all students taking the STAAR 5th Science will increase from 68% to 72%.

By June 2022, student performance on STAAR 5th grade STAAR Science scores will increase from 74% to 77% at the Approaches.
By June 2022, student performance on STAAR 5th grade STAAR Science scores will increase from 49% to 53% in the Meets Grade Level.
By June 2022, 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: Modify the goal to reflect final outcomes based on STAAR 2022 scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement student access to web-based Science lessons through Edusmart, Science Power Words during daily announcements, anchor charts, and word walls to increase science vocabulary. (Aug. 2021, November 2021, February 2022, and June 2022) **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	N/A			

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. 2021, November 2021, February 2022, and June 2022) **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 **Funding Sources:** - 199-General funds - $1,500	N/A			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: By June 2022, Sheldon Lake Elementary will increase the overall STAAR component score from 29 to 39 by increasing the number of students
who achieve meets and masters.

Performance Goal: We will increase overall student performance on STAAR for students scoring at Approaches from 67%-75%; Meets from 36% to 39% and Masters from 17% to 22% by June 2021.

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. 2021, November 2021, January 2022, March 2022, and June 2022)

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 the performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sheldon Lake Elementary will foster best instructional practice through AVID teaching strategies, professional development for teachers, participation in AVID conferences and workshops and AVID membership for the campus. (Aug. 2021, November 2021, February 2022, and June 2022) **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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** AVID Membership and Conference Registration - 211-Title I - $5,000	N/A	30%	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 2022, teachers will show professional growth as defined by the T-TESS instrument through a program of staff development.

Targeted or ESF High Priority

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

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: Provide each new teacher (any teacher with less than one year of experience) with a campus-based mentor, staff development, observation time and coaching. (Aug. 2021, November 2021, January 2022, March 2022, and June 2022) **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	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training for all teachers on Response to Intervention, STAAR strategies, 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. (Aug. 2021, November 2021, January 2022, March 2022, and June 2022) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- 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	N/A	50%	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. (Aug. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** Increased capacity for all teachers and their retention for the next year. **Staff Responsible for Monitoring:** Administrators	N/A	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide training for the After School Program Site Coordinator and District Contact by attending Local, State and National Conferences as required or deemed necessary to fulfill the requirements of the grant. (Aug. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** An increase in the staff effectiveness of the After School Program implementation. **Staff Responsible for Monitoring:** After School Program Coordinator District Contact	N/A	N/A	N/A	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

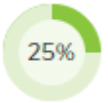
Performance Objective 1: By June 2022, Sheldon Lake will provide opportunities for all parent and family members to engage in campus events, which promote school-home communication, shared decision-making, and learning opportunities for parents and families to impact student achievement.

Targeted or ESF High Priority

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

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: 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. (Formative reviews: (11/11/21, 1/13/22, 3/24/22, and 6/2/22). **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 **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title I - $1,500	N/A			

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. 2021**) b. Family Engagement Night / Trunk or Treat (Oct. 2021) c. SDMC meetings (monthly) d. Literacy Nights (multiple days/nights and times during the year**) e. PTO meetings / performances (Monthly) f. STAAR night (Feb. 2022**) g. Meet the Teacher (Aug. 2021) h. Field Day (May 2022) i. Parent and Family Advisory/Engagement Committee (twice during the year - different days and times) j. Curriculum/Parent Portal for grades meeting (October 2021**) k. STAAR packets for home engagement in the curriculum. **These events will be offered during the school day and evening and different days of the week for families with varying availability. (Aug. 2021, November 2021, January 2022, March 2022, and June 2022) **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 **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title I - $2,000, - 199-General funds - $1,000	25%	25%	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. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** Parents and Families receive information in a language they communicate best. **Staff Responsible for Monitoring:** Administration Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** - 211-Title I - $500, - 199-General funds - $2,000	N/A	45%	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. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** New partnerships established, presenting at local arts conferences **Staff Responsible for Monitoring:** Administration	N/A	N/A	N/A	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Meet monthly during the 2020-2021 school year and will review the CNA and CIP in a formative review format on 11/11/21, 1/13/22, 3/24/22, and 6/2/22. 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. 2021, November 2021, January 2022, March 2022, and June 2022) **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 **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- ESF Levers:** Lever 3: Positive School Culture	N/A			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By June 2022, Sheldon Lake Elementary will create and foster a school-wide PBIS model that promotes a safe and positive campus culture.

Targeted or ESF High Priority

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

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. 2021, November 2021, January 2022, March 2022, and June 2022) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **Targeted Support Strategy**	N/A	5%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide transition opportunities for students for Kindergarten and Fifth grade students to their new campus. (May 2022) **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	5%	75%	

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. 2021, November 2021, January 2022, March 2022, and June 2022) **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	N/A	70%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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. ((Aug. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** Student attendance and participation in After School program components and parent participation in parent workshops. **Staff Responsible for Monitoring:** After School Coordinator, Administration, Director of Grant Development and Compliance **Funding Sources:**	N/A	100%	100%	

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. 2021, November 2021, January 2022, March 2022, and June 2022) **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	N/A			

 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 2022, 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.

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. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** All budget expenditures will be tied to campus improvement plan. **Staff Responsible for Monitoring:** Administration	N/A	50%	70%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus principal and secretary will attend district financial training. (Aug. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** Financial requisitions will reflect required documentation for purchases based on district requirements. **Staff Responsible for Monitoring:** Administration	N/A	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. 2021, November 2021, January 2022, March 2022, and June 2022) **Strategy's Expected Result/Impact:** All budget expenditures will be tied to campus improvement plan. **Staff Responsible for Monitoring:** Administration	N/A	100%	100%	→

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

Title I Personnel

Name	Position	Program	FTE
Cristina Cisneros	Campus Instructional Specialist		1.0
Marilou Villarreal	Campus Instructional Specialist		1.0
Sylvia Balderas	Title I paraprofessional		.5

Campus Funding Summary

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

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1		50%	$140,000.00
2	1	2			$8,000.00
4	1	3			$2,000.00
				Sub-Total	$150,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional development	50%	$140,000.00
1	1	2			$1,000.00
1	1	4			$500.00
1	1	7	Purchase start up materials and resources for Reading (including paper for Reading A-Z books)		$4,000.00
1	1	7	Purchase intervention materials such as LLI and Dyslexia kits		$6,000.00
1	1	8			$2,500.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Purchase start up math manipulatives and materials		$6,000.00
1	2	5			$500.00
1	3	2			$1,500.00
1	5	1	AVID Membership and Conference Registration		$5,000.00
2	1	2			$1,000.00
3	1	1			$1,500.00
3	1	2			$2,000.00
3	1	3			$500.00
4	1	5			$3,000.00
				Sub-Total	$175,000.00