Sheldon Independent School District

District Improvement Plan

2020-2021

Board Approval Date: November 17, 2020
Public Presentation Date: November 17, 2020

Mission Statement

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

Vision

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

Value Statement

Our core values remain constant in an ever-changing world. They provide the foundation for our work and influence how we conduct ourselves and engage with others.

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

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Comprehensive Needs Assessment

Revised/Approved: June 18, 2020

Needs Assessment Overview

Needs Assessment Overview Summary

School districts across Texas suspended classes over coronavirus concerns in March of 2020 and remained closed for the remainder of the school year. Due to the pandemic, the State assessments were not administered leaving the district to rely on assessment data from the previous school year and mock data from the current year to evaluate the overall goals of the district, to complete the district program evaluation, and to outline components of a needs assessment which led the development of the district improvement plan. The district academic team worked through the planning process beginning on May 20, 2020. A list of the district team members that convened to complete the program evaluation and comprehensive needs assessment process is listed below.

District Academic/Instructional Department

Name	Position
Paula Patterson	Chief Academics Officer
Suzanne Caballero	Director of Multilingual Programs
Dr. Brenda Dearmon	Executive Director of Federal Programs & Grants
Marcia Herrera	Director of Student Information
Susan Pansmith	Executive Director of Special Education
Becky Zalesnik	Director of Innovative Programs
Juan Duenas	Executive Director of Administrative Services

Revisions of the Parent & Family Engagement Policy was led by Lila Hollin, Parent and Community Partnership Coordinator. Katherine Meier (parent) facilitated the revisions at the February 13, 2020 DWIIC meeting. Administrators, teachers, paraprofessional, and parents participate in the process as the team worked in small groups to review and make recommendations for changes to the policy for the 2020-2021 school year.

The District-Wide Instructional Improvement Council (DWIIC) convened on June 4, 2020 via zoom where a draft copy of the district improvement plan was shared for input and support. During the meeting, the District-wide Instructional Improvement Council also approved the final copy of the parent and family engagement policy and the development of the comprehensive needs assessment. The members of the council that participated are listed below:

Name/Position	Name/Position
Dr. Brenda Dearmon/Executive Director of Federal Programs & Grants	LeKesha Malveaux/Teacher-Monahan Elementary
Francine Carter/District Level Secretary	Jasmine Bell/Teacher-Garrett Elementary

Name/Position	Name/Position
Miguel Martinez/Teacher-Sheldon Lake Elementary	Cristina Cinceros/Teacher-Sheldon Elementary
Tamika Smith/Parent-Sheldon Elementary	Randolph Bowen/Teacher- C. E. King High School

The Executive Director of Federal Programs and Grants shared the ESSA consolidated grant application funds for the 2020-2021 school year as it relates to Title I, II, III, and IV with the district leadership team and the DWIIC. The plan for utilizing the funds to support the goals and performance objectives was reviewed with additional suggestions offered by the team members. There was also an opportunity for input from parents and community members during a scheduled public forum that included consultation with private non-profit entities on May 27, 2020.

The district leadership team developed various TASK force committees to continue the work as well as to include plans for reopening school amid COVID-19. The task force teams consisted of central office staff, principals, assistant principals, curriculum coordinators, teachers, and classroom instructional specialists across the district. The teams worked diligently for several weeks during the months of June and July.

A second draft copy of the district improvement plan will be shared with the District-Wide Instructional Improvement Committee(DWIIC) in October for final approval prior to submitting the document to the Sheldon ISD Board of Trustees. The DWIIC consists of classroom teachers, administrators, parents, business partners, and community members. This group will meet four times throughout the school year to review academic progress towards meeting district goals. The list of committee members is attached to this document. Once the district and campus improvement plans are approved by the Sheldon ISD board of trustees, all documents will be translated in Spanish to accommodate the needs of our student population and community.

District Targets (Continues for the 2020-2021 school year):

The 2019 STAAR/EOC data were used to determine the needs of the district. According to the Texas Education Agency Accountability Summary Report, Sheldon ISD scored an 85 which is a letter “B.” Below is a list of the accountability rating for each campus:

Campus	2018 (would have been)	2019	Labels
Sheldon ISD	C	B	RECOGNIZED
C.E. King High School	C	B	RECOGNIZED

Campus	2018 (would have been)	2019	Labels
KASE	F	B	RECOGNIZED
Royalwood Elem/Cravens ECA	B	B	RECOGNIZED
C.E. King Middle	F	C	Acceptable
Null Middle	D	C	Acceptable
Carroll Elementary	C	C	Acceptable
Sheldon Elementary/Sheldon ECA	C	C	Acceptable
Monahan Elementary	C	D	Needs Improvement
Garrett Elementary	D	F	Improvement Required

The information in the chart above was shared publicly at the August 20, 2019, school board meeting by the Chief Academic Officer. The district will continue to focus on improving the teaching and learning process across all campuses. The district will also continue to implement the "Effective Schools Framework" model that was put in place during the 2019-2020 school year.

In March of 2020, all Texas schools were closed for the remainder of the school year due to COVID-19. To strive to meet the academic needs of all students, the district leadership team executed a plan for remote learning to support academics in all grades during the closure.

The District Task Force Committees worked diligently to create a plan of action to reopen schools fall of 2020. To produce continuous improvement across all grade levels and student demographic populations, the following priorities will continue to be the primary targets for our work for the 2020-2021 school year, whether instruction is face-to-face (Sheldon On-Site) or virtual (Sheldon On Demand):

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

4. Continue to monitor Best Practices with weekly classroom observations by continuing Alignment Walks with district and campus leadership and curriculum coordinators to ensure effective implementation. These observations may be conducted virtually depending on the circumstances surrounding COVID-19 as we practice all safety protocols.

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

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

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 district improvement plan and parent and family engagement policy are available in the foyer of the Ney Administration building, the North Channel Library, and Greensbrook Community Center.

Demographics

Demographics Summary

Sheldon ISD Enrollment Data by Grade Level

Grade Levels	2016-2017	2017-2018	2018-2019	2019-2020
Total	8,884	9,066	9,161	10,063
Early Education Grade	24	12	12	24
Pre-K	478	498	12	583
Kindergarten	608	577	630	680
1st Grade	606	641	614	727
2nd Grade	724	630	634	685
3rd Grade	699	737	647	702
4th Grade	699	708	749	727
5th Grade	697	691	709	776
6th Grade	693	724	716	815
7th Grade	628	692	715	778
8th Grade	628	692	691	797
9th Grade	657	633	640	758
10th Grade	649	667	632	689
11th Grade	576	631	645	672
12th Grade	518	577	619	650

District Enrollment by Ethnicity

	2016-2017	2017-2018	2018-2019	2019-2020
Total Enrollment	8,885	9,066	9,161	10,092
African Americans	21%	21%	20.8%	22.47%
Hispanic	70.5%	71.2%	71.9%	70.37%
White	6.6%	5.8%	5.3%	5.04%

	2016-2017	2017-2018	2018-2019	2019-2020
Asian	.4%	.5%	.4%	.48%
Economically Disadvantaged	82.6%	77.5%	90.1%	83.5%
LEP	27.4%	27.5%	29.4%	31.5%
Sp. Ed.	7%	6.8%	7.1%	8.52%
G/T	4.82%	4.96%	5.1%	5%
504	1.92%	2.08%	0%	2.66%

Teachers by Ethnicity (TAPR)

	2016-2017	2017-2018	2018-2019
African Americans	34.4%	34.8%	35.5%
Hispanic	24.5%	27.6%	28.7%
White	37.9%	34.5%	33.1%
American Indian	.4%	.2%	0%
Asian	1.4%	1.4%	0.9%
Pacific Islander	.4%	.9%	0.7%
Two or More Races	1.1%	.7%	1.1%
Male Teachers	25.1%	24.2%	22.8%
Female Teachers	74.9%	75.8%	77.2%

Teachers by Years of Experience (TAPR)

Teachers by Years of Experience	2016-2017	2017-2018	2018-2019
Beginning	8.9	13.6%	6.8%
1-5 years	39.4	37.1%	38.4%
6-10 years	24.9	21.8%	20.7%
11-20 years	21.5	22.6%	27.4%
Over 20 years	5.2	5.0%	6.8%

Demographics Strengths

* Sheldon ISD is a fast growing district.

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

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

Student Learning

Student Learning Summary

Sheldon ISD Testing Data Results

2018 All Student Results						
	All Subjects	Reading	Math	Writing	Science	Social Studies
District	62	60	69	51	65	62
Carroll	69	69	75	52	57	n/a
Garrett	60	64	69	40	60	n/a
Monahan	59	64	67	48	51	n/a
Royalwood	77	79	82	62	71	n/a
Sheldon E	70	69	75	50	65	n/a
KMS	59	62	60	50	58	56
NMS	67	69	70	58	71	55
KHS	60	55	60	n/a	73	72
KASE	57	53	59	n/a	38	67

2019 All Student Results						
	All Subjects	Reading	Math	Writing	Science	Social Studies
District	69	65	74	53	71	62
Carroll	65	69	72	48	65	n/a
Garrett	58	60	67	45	53	n/a
Monahan	64	65	67	49	72	n/a
Royalwood	77	77	83	65	73	n/a
Sheldon E	73	73	79	56	72	n/a
KMS	65	70	64	60	62	59
NMS	67	70	70	55	71	59
KHS	70	58	80	n/a	75	75
KASE	71	69	83	n/a	73	72

Due to the pandemic, the State assessments were not administered for the 2019-2020 school year. Therefore, the district has elected to continue to focus on the goals established for the 2019-2020 school year targeting balanced literacy, writing, and reading. There will also be a focus on improving Tier I instruction in all areas across the district. Extensive support will be provided to increase teacher effectiveness in the delivery of Tier I instruction.

District TELPAS Data 2018-2019

Grade Level	Average Composite Score
K	2.2

Grade Level	Average Composite Score
1	2.4
2	2.6
3	3.1
4	2.8
5	3.0
6	2.7
7	2.7
8	2.8
9	2.6
10	2.6
11	2.6
12	2.7

Student Learning Strengths

Student Achievement

Because schools closed early and the Texas state assessment was canceled due to COVID-19, we will continue to use the 2018-2019 STAAR and 2019-2020 district benchmark testing results to drive the academic planning process.

Based on the 2018-2019 STAAR/EOC data, the following strengths were identified:

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

* Student achievement score for all students increased

* The percentage of students at approaches increased

* The percentage of students at meets increased

* Closing the gap measure increased

Math Grades 3-8 and EOC Algebra I:

* Student achievement score for all students increased

* The percentage of students at approaches increased

* The percentage of students at meets increased

* The percentage of students at masters increased

* Closing the gap measure increased

Writing for Grades 4th and 7th:

* Student achievement scores for all students increased

* The percentage of students at approaches increased

* The percentage of students at masters increased

Social Studies Grades 8 and HS EOC:

* The percentage of students at masters increased

Science Grades 5, 8, and EOC Biology:

* Student achievement scores for all students increased

* The percentage of students at approaches increased

* The percentage of students at meets increased

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 1. EL students are performing well below their peers. **Root Cause:** Tier I instruction has not been differentiated to meet the needs of the EL student population.

Problem Statement 2 (Prioritized): Special Education students are performing well below their peers. **Root Cause:** Tier I instruction has not been differentiated to meet the needs of the special education population.

Problem Statement 3 (Prioritized): Tier I instruction does not meet the needs of all students. **Root Cause:** The majority of teachers have 1-5 years of experience and are learning

their craft and practice.

District Processes & Programs

District Processes & Programs Summary

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

1. Focus on Best Practices Framework

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

3. On-going professional development

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

5. Staff rewards, incentives, and recognitions

6. Continuation of Professional Learning Communities (PLCs)

7. Continue support for campus and district leaders through leadership training and development opportunities

8. Focus on technology integration within the classroom

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

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

District Processes & Programs Strengths

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

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

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Perceptions

Perceptions Summary

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

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

Needs Assessment for Parental/Community Engagement

The Sheldon Independent School District recognizes that a child's education is a responsibility shared by the school and the family. As a result, Sheldon ISD conducted a district-wide parent survey in an effort to improve parent and family engagement in our schools. The survey also allows the district to collect and understand parent opinions, perspectives, and perceptions of our schools to improve the learning environment. The survey was made available on the district's website at www.sheldonisd.com March 2020 - April 2020. The input from parents and community members assisted the district in creating a parent and family engagement plan to ensure the on-going partnership between families, communities, and schools. The goal of the District-Wide Instructional Improvement Council, which consist of all stakeholders including parents and community members, is to create a plan of action to offer workshops and trainings to guide parents as they participate in their child's education. We will also use their input to revise the survey for the upcoming school year. The following conclusions were generated from the 2019-2020 survey:

Areas of Concern:

* Parents would like more information and clarification regarding State assessments and how to understand the results.
* Parents want to know how to help their child(ren) with their homework to improve their academic performance.
* Parents want to feel encouraged to volunteer at school.
* Parents would like teachers to communicate regularly with parents regarding student academic progress.

Perceptions Strengths

Strengths:

* Schools are kept clean and in good condition.

* School communicates with parents in a language they can understand.

* The school and district have provided access to the parent engagement policies and the parent/school compact via district website or paper copy.

* Discipline rules are consistently and fairly enforced on most campuses. (There are some concerns at the middle school level.)

* Teachers make learning interesting and relevant.

Priority Problem Statements

Problem Statement 1: Special Education students are performing well below their peers.
Root Cause 1: Tier I instruction has not been differentiated to meet the needs of the special education population.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: 1. EL students are performing well below their peers.
Root Cause 2: Tier I instruction has not been differentiated to meet the needs of the EL student population.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Tier I instruction does not meet the needs of all students.
Root Cause 3: The majority of teachers have 1-5 years of experience and are learning their craft and practice.
Problem Statement 3 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
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:
By June 2021, the overall district accountability rating will maintain at 85 by focusing on domains I, II, and III.

Performance Objective 1: Domain 1: Student Achievement: By June 2021, the district accountability rating for Student Achievement will maintain at 77.

Evaluation Data Sources: STAAR assessment data
EOC assessment data
College, Career, and Military Readiness
Graduation Rate

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Start with summer school intervention to support academic regression

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training in best practices to deconstruct the TEKS to ensure instruction occurs at the appropriate level and rigor. Sept. 2020, Oct 2020, Dec 2020, March 2021, May 2021, April 2021, July 2021. **Strategy's Expected Result/Impact:** Formative: * 9-weeks assessment Summative: * STAAR assessment data * EOC assessment data **Staff Responsible for Monitoring:** Assistant Superintendent of Academics and Deputy Superintendent of Academics **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** Professional Development - 199-General funds - $25,000, Professional development - 211-Title I - $10,000, Professional development - 255-Title II - $20,000	30%	15%	40%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Weekly campus alignment walks/visits with district & campus personnel to confirm alignment of TEKS & student work to improve performance of all students as it relates to meeting the challenging State academic standards. Due to COVID-19, the district academic team will create a plan to monitor Sheldon On-Site and Sheldon On-Demand virtually as we continue to practice social distancing. September 2020 - June 2021 **Strategy's Expected Result/Impact:** Formative: Increase in scores on district snap shots and assessments Summative: STAAR/EOC and CLI EOY results **Staff Responsible for Monitoring:** Deputy Superintendent of Administrative Services and Deputy Superintendent of Academics **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement curriculum access tools and support to provide evidence-based universally designed lessons and resources to support the needs of all students served in general education. September 2020 - August 2021 **Strategy's Expected Result/Impact:** Formative: * Improve overall performance of Tier I and II students on benchmark assessments. Summative: * STAAR results **Staff Responsible for Monitoring:** Deputy Superintendent of Academics Executive Director of Special Education **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- Results Driven Accountability** **Funding Sources:** Software program - 199-General funds - $250,000, Additional staffing to support well-rounded instruction - 255-Title II - $75,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement a district-wide model for dual language instruction at all elementary campuses including providing training, materials, strategies for instruction, and monitoring implementation to assist Dual Language students in meeting the challenging state language and academic standards. August 2020, Sept, 2020, October 2020, Nov, 2020, Jan, 2021, Feb 2021, March 2021, April 2021, May 2021, June, and August 2021. **Strategy's Expected Result/Impact:** Formative: *Improve overall performance of EL students on benchmark assessments for all content areas *Improve overall performance of non-EL students on benchmark assessments for all content areas *I-station MOY and reports in both languages Summative *STAAR Results for 3-5 grade *I-Station EOY reports in both languages **Staff Responsible for Monitoring:** Director of Multilingual Programs **Funding Sources:** Professional development - 263-Title III - $20,000, Online software to support language acquisition - 211-Title I - $6,000, Instructional materials - 263-Title III - $40,000	10%	15%	45%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide Professional Development and resources for district and campus staff on sheltered instructional strategies and ELPS implementation to improve language and academic achievement of ELs. August 2020 - July 2021 **Strategy's Expected Result/Impact:** Formative: * Improve overall performance of EL students on benchmark assessments for all content areas Summative: *STAAR Results for 3rd to 8th grade and STAAR EOCs * Growth on TELPAS- Closing the gap **Staff Responsible for Monitoring:** Director of Multilingual Programs **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** Professional Development and Materials - 263-Title III - $25,000	5%	15%	45%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Develop and execute a literacy plan for grades Prek-5 to include embedded professional development in Balanced Literacy for all instructional staff. Supplemental instructional materials will be provided to support the implementation process for success among all students. This strategy will assist in helping all students meet the challenging State academic standards. September 2020 - July 2021 **Strategy's Expected Result/Impact:** Formative: Istation Monthly Reading reports CLI MOY results for Pre-K and K Summative: STAAR reading results Istation EOY Reports CLI EOY reports **Staff Responsible for Monitoring:** Deputy Superintendent of Academics and Deputy Superintendent of Administrative Services and Assistant Superintendent of Curriculum & Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** Professional development - 211-Title I - $5,000, Professional development - 255-Title II - $10,000 , Instructional materials - 211-Title I - $50,000, Software - 211-Title I - $68,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Support and provide resources for intervention classes and support campus instructional specialists in developing intervention plans for students participating in tutorials and pullouts in grades Prek-12th to assist students at-risk in meeting the challenging State academic standards. Sept 2020, Oct 2020, Dec 2020, January 2021, February 2021, March 2021, May 2021 & June 2021 **Strategy's Expected Result/Impact:** Formative: Classroom Observations 9 week assessments Summative: STAAR/EOC CLI EOY Reports **Staff Responsible for Monitoring:** Assistant Superintendent of Academics and Secondary ELAR Curriculum Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Professional development (Elem) - 211-Title I - $5,000, Professional development (All campuses) - 199-General funds - $15,000, Professional development - 255-Title II - $15,000, Additional Classroom Instructional Specialists at high need campuses - 211-Title I - $250,000, Additional Classroom Instructional Specialists at high need campuses - 199-General funds - $250,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide professional development throughout the year (PowerUPs) that is targeted to content and instructional needs. Train teachers to teach at the level and rigor of the TEKS. (District Coordinators and Campus Instructional Specialists will attend trainings/conferences to facilitate this process) Sept 2020, Oct 2020, Dec 2020, January 2021, March 2021, May 2021, June 2021, July 2021, and August 2021 **Strategy's Expected Result/Impact:** Formative: Classroom Observations 9 week assessments Summative: STAAR EOC Retest **Staff Responsible for Monitoring:** Secondary and Elementary Curriculum Coordinators and Assistant Superintendent of Academics **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** Professional development and instructional materials - 255-Title II - $35,000	40%	65%	90%	100%

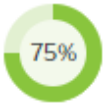
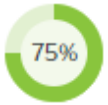
Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: District curriculum coordinators will attend professional development that will allow them to support staff development for all grade levels to effectively implement the new TEKS to ensure all students meet the challenging State academic standards. Oct 2020, Nov 2020, Dec 2020, Jan 2021, Feb 2021, March 2021, April 2021, May 2021, and Aug 2021 **Strategy's Expected Result/Impact:** Formative: * 9-week assessment * Curriculum based assessment Summative: * STAAR assessment data **Staff Responsible for Monitoring:** Secondary and Elementary Curriculum Coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Professional Development - 255-Title II - $10,000, Instructional materials - 255-Title II - $10,000	5%	30%	85%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Provide special education resource teachers, dyslexia interventionists and bilingual instructional staff with training in intervention, progress monitoring and curriculum access tools to support Sp Ed, EL, and at-risk students in meeting the challenging State academic standards. September 2020-July 2021 **Strategy's Expected Result/Impact:** Formative: * improved performance on district assessments Summative: * improved performance on STAAR grades 3 to 5 **Staff Responsible for Monitoring:** Executive Director of Special Education **Results Driven Accountability** **Funding Sources:** Professional development, substitutes - Dyslexia Grant - $22,800, Professional development, materials for assessment - 224-Special Education Grant Funds	5%	10%	30%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Provide supplemental language programs and resources to support language and reading development of ELs identified for interventions to meet the challenging state academic standards. This strategy will provide additional literature to support reading and language development across all grade levels (for all students) through the "Little Free Libraries for Pre-k - 5 and Sheldon READ program for grades 6-12, while supporting well-rounded instruction. August 2020, September 2020, October 2020, November 2020, January 2021, March 2021, May 2021, June 2021 **Strategy's Expected Result/Impact:** Formative: *Student usage reports *Program Assessments *District Assessments Summative: Istation reports in both languages STAAR results TELPAS growth **Staff Responsible for Monitoring:** Director of Multilingual Services with collaborative efforts from the Executive Director of Innovative Programs, and the Executive Director of Federal Programs & Grants **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2 **Funding Sources:** Instructional materials and professional development - 263-Title III - $30,000, Books in English and Spanish - 287-Title IV - $7,000	30%	80%	80%	100%

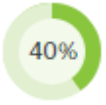
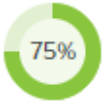
Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Provide services and support to students identified homeless that will increase student performance such as transportation, clothing, school supplies, social services, free/reduce meals, etc. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Formative: * Student information sheet Summative: * Parent/Student survey/feedback **Staff Responsible for Monitoring:** Executive Director of Student Services **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** Supplies and materials - 211-Title I - $2,000				

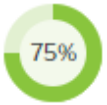
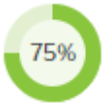
Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Expand the literacy program established by the 2019-2020 READ Grant by providing additional literacy coaches to support teachers by growing their knowledge, understanding, and systematic use of effective, evidence-based reading instructional methods for students. August 2020 - July 2021 **Strategy's Expected Result/Impact:** Formative: Improvement of teacher delivery of instructional practices based on feedback sheets. Summative: Increase in teacher delivery of best practices based on feedback sheet. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics **Funding Sources:** Instructional materials and resources - 211-Title I - $1,000, Instructional materials and resources - 255-Title II - $1,000, Cost to support additional staff to support program - 255-Title II - $70,000, Cost to support additional to support program - 211-Title I - $75,000				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Increase the percentage of juniors and seniors who have taken at least one postsecondary exam (TSIA, SAT, ACT) and the percentage of seniors who meet the college-readiness criteria for math and English. January 2021, June 2021 **Strategy's Expected Result/Impact:** Formative: Quarterly TSIA, SAT, ACT participation and score reports Summative: End of Year Participation Reports (Target = 85% juniors; 90% seniors); End of Year Senior Score Report =35% college ready on TSI criteria Impact: Students who have taken the assessment are more likely to enroll in postsecondary education. **Staff Responsible for Monitoring:** Executive Director of Advanced Academics, KHS Principal, GEAR Up Coordinator, College Success Adviser **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** TSI Assessments and Preparation Resources - 199-General funds, Preparation Materials - 274 GEAR UP Grant				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: Provide a minimum of two opportunities for release time or extended time to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services, including professional development and resources so that all AP core teachers utilize College Board resources and Pre-AP teachers utilize the College Board framework. December 2020-July 2021 **Strategy's Expected Result/Impact:** -Formative: Professional development attendance sheets -Summative: Evidence of lessons designed to support advanced students -Impact: Implementation of professional learning will increase performance over a three-year period. **Staff Responsible for Monitoring:** Executive Director of Advanced Academics, KHS Associate Principal, KHS AP Lead Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** Resources and extended time for Professional Learning - 199-General funds				

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16: Collaborate with the Texas Regional Pathways network and utilize the Perkins Focus 2 grant to provide resources and professional learning to develop career pathways and work-based learning for high-wage, high-demand careers in electrical technology, pipefitting, health science, and welding. September 2020-August 2021 **Strategy's Expected Result/Impact:** Formative: Quarterly benchmarks Summative: Percentage of CTE concentrators who earn a certification or college credit; target is 5% increase Impact:Students who graduate with credentials or college credit in high-quality programs of study can pursue high-wage, in-demand careers in Texas. **Staff Responsible for Monitoring:** Executive Director of Advanced Academics; CTE Coordinator; Work-based Learning Coordinator, Counselors; KHS Academy Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** Instructional and Professional Learning Resources - 338 Texas Perkins Focus Grant - $200,000				

Strategy 17 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17: Provide individual advising to secondary students to support postsecondary goals. January 2020-July 2021 **Strategy's Expected Result/Impact:** Formative: Advising sessions; College and Career Center Tracking Data Summative: Naviance reports; College and Career Center Tracking Data (Seniors -90%; Grades 10-12-75%; 8th grade - 100% advising; 88% interest inventory) Impact (8th grade): Students are better prepared to make decisions regarding high school endorsements and Programs of Study that align to college majors and careers Impact (high school): Students will pursue post-secondary options that meet their specific interests and needs. **Staff Responsible for Monitoring:** CTE Coordinator GEAR UP Coordinator College Success Adviser Advise TX advisers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - 244-Perkins V Grant - $25,000, Instructional resources and materials - 274 GEAR UP Grant - $100,000				

Strategy 18 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18: Provide professional development and instructional resources to improve the quality of CTE programs, to assist students in completing requirements for certifications and dual credit enrollment, and to increase the number of students achieving certifications. September 2020, Oct 2020, Dec 2020, Jan 2021, Feb 2021, Mar 2021, April 2021, June 2021, July 2021 **Strategy's Expected Result/Impact:** Formative: 1) Percentage of teachers that teach certification courses who have earned an industry-based certification (increase to 83%) ;2) Three CTE and three core teachers will develop and implement collaborative projects for CTE students to support CTE student performance in ELA, math and science. Summative: Certifications and certificates of technology for 12th grade CTE concentrators Impact: Students will gain knowledge and skills to be successful in the workforce. **Staff Responsible for Monitoring:** CTE Coordinator, Work-based Learning Coordinator, and CTE Department Chairperson **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** Instructional resources and materials - 244-Perkins V Grant - $10,000, Instructional support, resources, and materials - 338 Texas Perkins Focus Grant - $5,000, Professional development and instructional materials - 263-Title III - $1,000, Instructional resources, materials, and professional development - 199-General funds				

Strategy 19 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19: Provide campus, district and AVID professional development and resources to increase schoolwide systems for college readiness by utilizing research-based WICOR strategies. August 2020, January 2021, July 2021 **Strategy's Expected Result/Impact:** Formative: Sign-in sheets for teacher and AVID tutor professional learning and workshops Summative: 100% of all AVID campuses meet Certification and Coaching Instrument (CCI) standards at a level of Schoolwide or Schoolwide Site of Distinction Impact: Students develop soft skills and academic behaviors for success in advanced classes and postsecondary education. Early implementation on a continuum increases effectiveness. **Staff Responsible for Monitoring:** Principals, Executive Director of Advanced Academics, and AVID Site Coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** Professional learning, instructional resources, college visits - 199-General funds - $2,500, - 199-State Comp. Ed.	35%	75%	80%	100%

Strategy 20 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20: Implement third-year GEAR UP strategies (academic rigor, college and career exploration/advising, work-based learning, alliances, and technology) with fidelity to support college and career readiness for primary and priority students. September 2020-August 2021 **Strategy's Expected Result/Impact:** Formative: GEAR UP sign-in sheets Summative: GEAR UP end-of-year data for program activities and Metrics **Staff Responsible for Monitoring:** Executive Director of Advanced Academics, Principals, GEAR UP Coordinator, Executive Director of Federal Programs and Grants **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** Professional development, supplies, web-based software, transportation, personnel - 274 GEAR UP Grant - $123,000	30%	50%	70%	100%

Strategy 21 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21: Provide workshops and counseling support so that 50% of seniors apply for financial aid by submitting a FAFSA or TASFA application. October 2020, January 2021, June 2021 **Strategy's Expected Result/Impact:** Formative and Summative: TASFA/FAFSA Reports Impact: Students who receive financial aid are more likely to pursue postsecondary education; impacts TEA high school graduation requirement for 2021 cohort. **Staff Responsible for Monitoring:** Executive Director of Advanced Academics, College Success Adviser, GEAR UP Coordinator, KHS Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** Advising Resources and Personnel - 274 GEAR UP Grant	25%	35%	45%	100%

Strategy 22 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22: Provide additional interventionists to support campuses that are low performing based on the STAAR assessment data. September 2020-Aug 2021 **Strategy's Expected Result/Impact:** Formative: Benchmark assessment results Summative: STAAR results **Staff Responsible for Monitoring:** Deputy Superintendent of Academics and Deputy Superintendent of Administrative Services **Funding Sources:** Interventionists - 211-Title I - $250,000, Interventionists - 199-General funds - $350,000	100%	100%	100%	100%

Strategy 23 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 23: Provided Campus Instructional Specialists at all campuses to support and improve Tier I instruction at all levels. August 2019 - July 2020, Sept 2020-2021 **Strategy's Expected Result/Impact:** Formative: Benchmark assessment results Summative: STAAR and EOC results **Staff Responsible for Monitoring:** Deputy Superintendent of Academics and Deputy Superintendent of Administrative Services **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** Campus Instructional Specialists - 199-State Comp. Ed. - $1,650,000, Campus Instructional Specialist - 211-Title I - $700,000	100%	100%	100%	100%

Strategy 24 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 24: Teachers and other instructional staff will integrate content specific software and digitally instructional materials into the curriculum to develop and incorporate 21 Century Learning Skills, such as the effective use of real-world tools and the development of cultural literacy and global awareness, higher order thinking, collaboration, creativity, curiosity and risk-taking. August 2020, October 2020, November 2020, January 2021, February 2021, April 2021, June 2021. **Strategy's Expected Result/Impact:** Formative: Benchmark assessment results Summative: STAAR/EOC results **Staff Responsible for Monitoring:** Classroom teachers and Director of Innovative Programs **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	100%	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

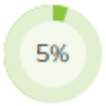
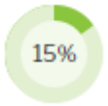
Goal 1: SISD will maximize student learning for All.

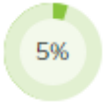
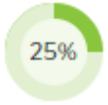
Overall Accountability Goal:
By June 2021, the overall district accountability rating will maintain at 85 by focusing on domains I, II, and III.

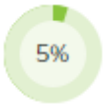
Performance Objective 2: Domain 2: School Progress: By June 2021, the district will maintain the accountability rating for Student Progress at 90.

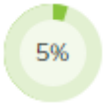
Evaluation Data Sources: STAAR assessment data and EOC assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide targeted professional development based on weaknesses identified on Snapshot and 9-week district assessments. Oct 2020, Nov 2020, Feb 2021, March 2021, and June 2021 **Strategy's Expected Result/Impact:** Formative: *Snapshot Assessment *9-week Curriculum Based assessment Summative: * STAAR assessment data **Staff Responsible for Monitoring:** Curriculum Coordinators and Assistant Superintendent of Curriculum & Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- Results Driven Accountability**	5%	45%	85%	100%

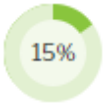
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize Goalbook Pathways and Toolkit to differentiate lessons for EL and Sp Ed students. Sept 2020, Nov 2020, Feb 2021 & March 2021 **Strategy's Expected Result/Impact:** Formative: * 9 weeks assessment and snapshots Summative: * STAAR Algebra 1 Fall and Spring Results **Staff Responsible for Monitoring:** Principal, High School Dean of Instruction, Campus Instructional Specialists, and Executive Director of Special Education **Results Driven Accountability** **Funding Sources:** Goalbook Pathways and Toolkit - 199-General funds - $150,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus Instructional Specialists and District Coordinators will collaborate with classroom teachers to plan lessons during PLC time based on the needs of the campus. Sept 2020, Nov 2020, Feb 2021, March 2021 & Aug 2021 **Strategy's Expected Result/Impact:** Formative: * Snapshots * 9 week assessments Summative: * STAAR assessments **Staff Responsible for Monitoring:** Curriculum coordinators **Funding Sources:** Professional development - 211-Title I - $5,500, Professional development - 255-Title II - $3,500				

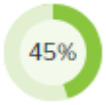
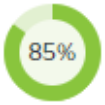
Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide district-wide professional development that offers hand-on application supporting the teaching and learning process based on students' needs to support TEKS-based lessons across all content areas. Sept 2020, Nov 2020, Jan 2021, Feb 2021, March 2021, May 2021 and Aug 2021 **Strategy's Expected Result/Impact:** Formative: * Snapshot & 9 Weeks Assessment data * District benchmark assessment data Summative: * STAAR assessment data * EOC assessment data **Staff Responsible for Monitoring:** Curriculum Coordinators, campus instructional specialists, and Campus Administrators **Funding Sources:** Professional Development - 199-General funds - $5,000, Professional Development - 255-Title II - $5,000, Instructional Materials - 199-General funds - $4,000, Professional development and instructional materials - 211-Title I - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement Writer's Workshop Model (Pre-K-12) and writing portfolios Pre-K-10th as part of the current Balanced Literacy Model. September 2020 - June 2021 **Strategy's Expected Result/Impact:** Formative: Classroom observations Writing Portfolios Writing Assessments Summative: * EOC assessment data * STAAR assessment data * TELPAS **Staff Responsible for Monitoring:** Elementary and Secondary Curriculum Coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement and monitor writing portfolios PreK-10th grade. Provide training on writing portfolios. Nov 2020, May 2021 **Strategy's Expected Result/Impact:** Formative: 9-week assessment Snapshots Artifacts in Portfolios Summative: STAAR/EOC assessment data **Staff Responsible for Monitoring:** Secondary and Elementary ELAR Curriculum Coordinators and Assistant Superintendent of Academics **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide training, materials, monitoring, and coaching to improve language proficiency in all language domains for English Learners. September 2020 - August 2021 **Strategy's Expected Result/Impact:** Formative: *9 Weeks Assessment data *Mock STAAR assessment data *TELPAS L&S practice sets *Mock TELPAS Summative: STAAR TELPAS **Staff Responsible for Monitoring:** Director of Multilingual Programs **Funding Sources:** - 263-Title III - $15,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide opportunities for students to expand their use of technology in order to improve academic achievement and digital literacy of all students through extension activities during the school day and through the implementation of a C-STEM program facilitated during the after school programs at elementary, middle and high school levels. The process also supports the concept of well-rounded education. October 2020 through June 2021 (Weekly) **Strategy's Expected Result/Impact:** Formative: * Development of teacher skill set by completing online assessment to deliver instruction * Amount of time students participate in project development Summative: * Student completion of products presented at the end of year C-STEM Challenge Day Competition (May be revised due to COVID-19) **Staff Responsible for Monitoring:** Director of Innovative Programs and Executive Director of Federal Programs & Grants **Funding Sources:** Professional Development - 287-Title IV - $5,000, Instructional materials - 287-Title IV - $11,000 , Extra duty pay for staff working after school and on Saturdays - 287-Title IV - $20,000, Professional Development - 255-Title II - $1,000, Instructional materials - 185 Partnership After-School Program (Fee-Based) F - $500, Instructional materials - 265-21st Century After-School Program - $500				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide additional learning time and instrument-specific instruction to students who are performing below an acceptable level of performance on their instruments through supplemental instruction supporting a well-rounded education. October 2020 through May 2021 **Strategy's Expected Result/Impact:** Formative: * Number of students increasing their level of performance based on instrument-specific instruction Summative: * Number of students receiving expanded learning time and meeting end of year goal. **Staff Responsible for Monitoring:** Assistant Superintendent of Student Services and Band/music instructor **Funding Sources:** Additional pay for instructor providing additional learning time - 287-Title IV - $4,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Provide individual student profiles for students receiving special education and train and provide coaching in their use for intervention and planning weekly. September 2020-August 2021 **Strategy's Expected Result/Impact:** Formative: * improved performance on district assessments Summative: * improved performance on STAAR grades 3 to 5 **Staff Responsible for Monitoring:** Executive Director of Special Education **Results Driven Accountability** **Funding Sources:** Professional development, instructional materials, assessment materials - 224-Special Education Grant Funds - $20,000	15%	35%	50%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: In addition to developing academic skills, the district will provide students with experiences that nurture aptitude in critical thinking, problem solving, teamwork, etc. Further, we will include arts, music, P. E. and other enrichments within the curriculum for a well-rounded educational focus. **Strategy's Expected Result/Impact:** Formative: * Ability for teachers to integrate academic content into the arts, music, P. E. etc. Summative: * Improve student participation in the arts, music, P.E., etc. **Staff Responsible for Monitoring:** Executive Director of Federal Programs & Grants and Assistant Superintendent of Student Services **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.2 **Funding Sources:** Supplies - 287-Title IV - $4,000	35%	60%	95%	100%

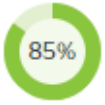
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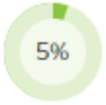
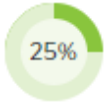
Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:
By June 2021, the overall district accountability rating will maintain at 85 by focusing on domains I, II, and III.

Performance Objective 3: Domain 3: By June 2021, the district accountability rating for Closing the Gaps will maintain at a 74.

Evaluation Data Sources: STAAR scores and EOC scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Incorporate student centered learning experiences through utilizing PBL's, STEM, and inquiry based teaching methods to meet the needs of all students. September 2020-May 2021 **Strategy's Expected Result/Impact:** Formative: Observations Summative: STAAR assessment data **Staff Responsible for Monitoring:** Curriculum Coordinators, Instructional Coaches, Campus Administrators **Funding Sources:** Professional Development - 255-Title II - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide and attend professional development to support student academic achievement and implementation of streamlined TEKS based and determined by data analysis. Sept 2020, Oct 2020, Dec 2020, Feb 2021, March 2021, June 2021, Aug 2021 **Strategy's Expected Result/Impact:** Formative: Snapshots 9 week assessments Summative: STAAR assessments **Staff Responsible for Monitoring:** Curriculum Coordinators Instructional Coaches Campus Administrators **Funding Sources:** Professional development - 211-Title I - $6,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: STEM Academy teachers will complete professional development in problem-based learning, attend two STEM conferences, and collaboratively plan monthly during PLC time by campus and once per nine weeks by district. August 2020, October 2020, February 2021, April 2021, and June 2021 **Strategy's Expected Result/Impact:** Formative: District assessment Summative: Increase participation and completion of advanced STEM courses by monitoring the 2020-21 recruitment and retention. STAAR/EOC Results **Staff Responsible for Monitoring:** Executive Director of Advanced Academics, Director of Innovative Programs, Coordinator of Innovative Programs, and Secondary Principals. **Funding Sources:** Instructional materials - 199-General funds - $4,000, Professional development - 185 PLTW - $6,000, Instructional materials - 185 PLTW - $14,000	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide professional development and materials to support second language acquisition in listening and speaking domains. September 2020, October 2020, January 2021, February, 2021, April 2021, and June 2021 **Strategy's Expected Result/Impact:** Formative: * ELA district assessments * L&S TELPAS practice sets * Mock TELPAS Summative: * TELPAS listening and speaking domains *TELPAS Composite scores **Staff Responsible for Monitoring:** Director of Multilingual Programs **Funding Sources:** - 263-Title III - $10,000	20%	50%	60%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide supplemental language support software such as Rosetta Stone to improve the language proficiency of targeted ELs which includes newcomers. Monthly starting Sept. 2020 through June 2021 **Strategy's Expected Result/Impact:** Formative Assessment: Student data trackers Summative: TELPAS composite scores **Staff Responsible for Monitoring:** Director of Multilingual Programs **Funding Sources:** - 263-Title III - $10,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By June 2021, the district teacher turnover will be maintained at 15%.

Evaluation Data Sources: The district will review the staff retention rate at the end of the 2020-2021 school year.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Maintain at 16%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide leadership training for all principals, assistant principals, district administrators, and district coordinators to improve teaching and learning as well as to develop a positive school culture and climate. Sept 2020 - July 2021 Monthly principal PLCs and monthly Academic Leadership Team meetings to improve tier I instruction. **Strategy's Expected Result/Impact:** Formative: * Campus visits and observations * Accountability binder review Summative: * T-PESS Evaluation **Staff Responsible for Monitoring:** Deputy Superintendent of Academics and Deputy Superintendent of Administrative Services **Funding Sources:** Professional Development - 199-General funds - $4,000, Professional Development - 255-Title II - $10,000	40%	55%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: *Provide an alternate plan for training and assessment for the paraprofessional certification process. * Instructional paraprofessionals may attend professional development with classroom teachers. * Provide paraprofessionals with training and resources to assist them in working with teachers and students. October 2020 - July 2021 Based on need **Strategy's Expected Result/Impact:** Formative: * Training plan for all paraprofessionals as required under NCLB/ESSA * Observations Summative: * Sign-in sheets * Certificates * Data reports generated from Eduphoria **Staff Responsible for Monitoring:** Executive Director of Personnel Services	45%	50%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Through the SISD Mentor Program, provide mentor support to first year and second year teachers. July 2020 - June 2021 **Strategy's Expected Result/Impact:** Formative: * Training certificate for participants * Sign-in sheets * Program agendas * Mentor results from observations Summative: * Teacher survey (Facilitated Dec. 2020 and Apr. 2021) * New teacher survey results and post-needs assessment * Teacher retention rates * Program Evaluation **Staff Responsible for Monitoring:** Deputy Superintendent of Academics, District Coordinators, Mentors, and Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** Mentor stipends and substitutes to support coaching model - 185 Mentor Program Allotment Grant - $90,750, Mentor stipends and substitutes to support coaching model - 199-General funds - $25,000, Coaching and Training for mentors - 255-Title II - $2,500, Coaching, &Training for mentors - 185 Mentor Program Allotment Grant - $8,250	65%	85%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By Spring 2021, we will attract, support, and retain effective experienced teachers with average years of experience not to fall below 8.7%.

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: maintain years of experience at 8.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To hire and maintain highly effective and appropriately state certified teachers. July 2020-June 2021 **Strategy's Expected Result/Impact:** Formative: * Teacher certification * Teacher reports Summative: * Teacher certification *Exception/Waiver reduced by 25% annually **Staff Responsible for Monitoring:** Executive Director of Personnel Services and Director of Multilingual Programs **Funding Sources:** Materials and resources to support recruitment - 199-General funds - $500, Materials and resources to support recruitment - 263-Title III - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development to support campus administrators in building and maintaining highly effective staff by implementing and conducting learning walks on each campus. August 2020 - July 2021 Conducted weekly **Strategy's Expected Result/Impact:** Formative: * Tracking teacher performance on T-TESS * Monthly walk throughs Summative: * Teacher T-TESS results **Staff Responsible for Monitoring:** Deputy Superintendent of Academics and Deputy Superintendent of Administrative Services **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** Professional Development - 255-Title II - $2,500	20%	50%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide professional development to assist teachers in becoming proficient, accomplished, and/or distinguished in T-TESS domains and dimensions. August 2020, October 2020, February 2021, and June 2021 **Strategy's Expected Result/Impact:** Formative: * Campus Walkthroughs * District Benchmark assessment data Summative: * District Benchmark assessment data * T-TESS results - Percentage of instructional staff scoring proficient or above (Establish baseline %) **Staff Responsible for Monitoring:** Deputy Superintendent of Academic, Deputy Superintendent of Administrative Services, and Assistant Superintendent of Academics **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** Professional Development - 255-Title II - $2,500	25%	50%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide professional development opportunities so that all teachers with gifted and talented students have completed the required initial 30 hours of GT training in the core areas of Gifted and Talented education (Identification and Assessment, Nature and Needs, Differentiation, Creativity, and Social and Emotional) August 2020, December 2020, May 2021 **Strategy's Expected Result/Impact:** Formative: Eduphoria reports Summative (Eduphoria and PEIMS reports): All teachers with GT identified students will have completed the required initial 30 hours of GT training; the total number of teachers who have completed their 30 hours will increase by 10%; the number of identified GT students in underrepresented populations will increase by 15% Impact: Teachers who apply the professional learning will identify GT students, differentiate instruction, and increase the depth and rigor in the core content areas for GT students. **Staff Responsible for Monitoring:** Gifted and Talented Specialist Executive Director of Advanced Academics **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** - 199-General funds	85%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide customer service training to employees and implement a customer service framework (Sheldon SMILES) and recognition program (CARE Award) to recognize employees for outstanding customer service. October 2020-July 2021 **Strategy's Expected Result/Impact:** Formative: Principals, APs, secretaries, teachers - have an opportunity to attend customer service training Create awareness of framework through internal staff communication (The Sheldon Scoop) Summative: Number/feedback of employee nominations each quarter **Staff Responsible for Monitoring:** Director of Communications and Community Partnerships	50%	70%	95%	100%

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By June 2021, 100% of the campuses will meet all expectations at level one (Meets Compliance) on the parent engagement implementation rubric on building home/school partnerships.

Evaluation Data Sources: Parent and Family Engagement Implementation Rubric results

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to support campuses in meeting parent and family engagement goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the number of family communication channels (especially during COVID-19) by implementing text messages, email newsletters. videos/tips for families to help children with homework, a webpage to explain State assessments, and a New to Sheldon ISD webpage in languages parents can understand. (There will be a special focus on English Learners.) Monthly: August 2020 -July 2021				
Strategy's Expected Result/Impact: Parents will opt in to receive text messages and will feel more informed of upcoming events and learning opportunities through email. Formative: * Calendar of monthly parent/community events * Number of opt-in messages * Email responses * Parent feedback sheets *spotlights in social media and newsletters Summative: *parent engagement surveys show parents feel informed * Phase 4 of the Title 3 Engagement Tool completed **Staff Responsible for Monitoring:** Director of Communication & Community Partnership, Executive Director of Federal Programs & Grants, & Director of Multilingual Programs **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **Funding Sources:** Instructional materials and resources - 211-Title I - $1,000, Instructional materials and resources - 263-Title III - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Invite parents, business partners, and community members to be active participants in the decision-making process at the district level by serving on the District-Wide Instructional Improvement Council (DWIIC) for the 2020-2021 school year. November 2020, December 2020, February 2021, and April 2021 **Strategy's Expected Result/Impact:** Parents and community members will be active participants in decision-making on the campuses. Formative: * District-Wide Instructional Improvement Council (DWIIC) meeting agendas, sign-in sheets, and meeting minutes. Summative: * Results from the parent/community surveys **Staff Responsible for Monitoring:** Deputy Superintendent of Academics and Executive Director of Federal Programs and Grants **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** Supplies and materials for parent activities - 199-General funds - $500, Childcare - 211-Title I - $500	70%	80%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide parents, families, and community members the opportunities to attend training and workshops, including resources, to build effective home/school/community partnerships that will support and impact student learning. This includes parents attending the Statewide Parent Involvement Conference. Monthly: August 2020 - June 2021 (Pending concerns of COVID-19) **Strategy's Expected Result/Impact:** Formative: * Sign in sheets, agendas, minutes, handouts, etc. * Calendar of monthly events Summative: * Feedback sheet/Survey results **Staff Responsible for Monitoring:** Parent, Family, & Community Partnership support team, Executive Director of Federal Programs & Grants, Principals, and Director of Multilingual Program **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.1, 3.2 **Funding Sources:** Training materials - 211-Title I - $1,000, Parent/Family/Community resources - 263-Title III - $5,000, Attend Parent Engagement Workshops and Events offered by Region 4 ESC - 211-Title I - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide opportunities for parents and students to attend district, campus, community events, town hall meetings, etc. to continue to cultivate strong relationships between parents, community, and schools. (Events will be held virtually during COVID-19) September 2020 - August 2021 **Strategy's Expected Result/Impact:** Formative: * Sign in sheets, agendas, minutes, handouts, etc. * Attendance * Spotlight in newsletters, etc. Summative: * Feedback sheet * Attendance log **Staff Responsible for Monitoring:** Parent & Community Partnership Support Team and Executive Director of Federal Programs & Grants **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** Attend conferences and trainings on parental engagement - 211-Title I - $3,500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Facilitate a "Sheldon On Demand - Parent PD" initiative to empower parents to actively participate in their student's education by engaging in a meaningful partnership with Sheldon ISD to support remote learning during COVID-19. Monthly - September 2020 - May 2021 **Strategy's Expected Result/Impact:** Formative: * Sign in sheets, agendas, minutes, handouts, etc. Summative: * Feedback sheet **Staff Responsible for Monitoring:** Parent & Community Partnership Support Team, Executive Director for Academics, and Executive Director of Federal Programs & Grants **Schoolwide and Targeted Assistance Title I Elements:** 3.2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement a Partners in Education Program to build mutually beneficial relationships between schools and the business community and faith-based organizations. The program will encompass adopt-a-school, volunteers, mentors and business partnerships. January 2021, March 2021, April 2021, & June 2021 **Strategy's Expected Result/Impact:** Increase and recognize businesses in community working with our schools Establish a database of partners for Sheldon ISD Based on a needs assessment, place mentors with students. Provide opportunities for parents to volunteer at schools. **Staff Responsible for Monitoring:** Director of Communications and Community Partnerships	60%	75%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Establish a branding campaign to increase awareness of Sheldon ISD throughout the community by establishing branding guidelines, training district leaders, creating website protocols and guidelines, and a communications resource guide. January 2021-July 2021 **Strategy's Expected Result/Impact:** District leaders complete training on branding Campus webmasters trained to create consistent look across the district **Staff Responsible for Monitoring:** Director of Communications and Community Partnerships	50%	55%	60%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Quarterly, facilitate at least one parent engagement event for Gifted and Talented parents. September 2020 - May 2021 **Strategy's Expected Result/Impact:** Formative: sign-in sheets Summative: Participation Impact: Parents will be able to implement strategies to advocate for and to support GT students **Staff Responsible for Monitoring:** Gifted and Talented Specialist **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** - 199-General funds	25%	50%	75%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Host monthly community engagement events related to college access and Advanced Academics. October 2020 through May 2021 **Strategy's Expected Result/Impact:** Formative/Summative: Sign-in sheets Result: Increase community and family engagement in career planning and postsecondary readiness Impact: Students graduate with career and postsecondary plans **Staff Responsible for Monitoring:** Executive Director of Advanced Academics, GEAR UP Coordinator, College Success Advisor, CTE Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Facilitate a reading program across the district to motivate and engage students and parents to read together while developing reading and language skills for all students through the "Little Free Libraries for Pre-k - 5 and Sheldon READ program for grades 6-12. This project supports well-rounded instruction as the focus of the literature is on all content areas, including STEM, in English and Spanish. March 2021 - July 2022) **Strategy's Expected Result/Impact:** Formative: * Number of parents/students picking up and returning books. * Number of responses to parent feedback sheet. Summative: * Number of parents/students picking up and returning books. * Number of responses to parent feedback sheet. **Staff Responsible for Monitoring:** Executive Director of Innovative Programs and Executive Director of Federal Programs & Grants **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2 **Funding Sources:** Literature books and instructional materials - 287-Title IV - $4,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

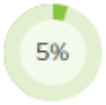
Performance Objective 1: Sheldon ISD will provide a safe and secure learning environment for students as measured by the Texas safety Audit reports and the federal safe school report.

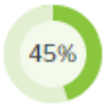
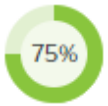
Evaluation Data Sources: Anonymous Alerts information

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to focus on creating a safe and secure learning environment for all students and staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Anonymous Alerts program for students to reports safety concerns. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Increased response to mental health and safety concerns. **Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Facilitate a book study with assistant principals using "Don't Suspend Me." September 2020, November 2020, February 2021, and March 2021 **Strategy's Expected Result/Impact:** Reduced ISS and OSS placements **Staff Responsible for Monitoring:** Asst. Supt. of Curriculum and Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Monitor all safety checkpoints included on the annual safety audit report to ensure compliance with processes and procedures on all district and campus facilities. August 2020, November 2020, February 2021, and April 2021 **Strategy's Expected Result/Impact:** * All district and campus facilities will be 100% in compliance with processes and procedures to pass all checkpoints included in the annual safety audit. * The district will review data provided by annual safety report for each campus. **Staff Responsible for Monitoring:** Director of Safety and Operations				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide training for all educators, who interact with student on a regular basis, in Trauma Informed Care through Kognito. This training is included in the approved program list from TEA for SB11. September 2020 and November 2020 **Strategy's Expected Result/Impact:** * All staff who interact with students on a regular basis will be capable of responding to students experiencing trauma * 100% of all educators who interact with students on a regular basis will complete Trauma Informed Care training. **Staff Responsible for Monitoring:** Asst. Supt. of Administrative Services				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize the TCHATT program in partnership with Texas Children's Hospital and Baylor University, to provide mental health services for students who are experiencing onset psychosis, bipolar, or who are in need of outside mental health services as measured by student referrals. September 2020, November 2020, January 2021, February 2021, March 2021 - May 2021 **Strategy's Expected Result/Impact:** Students who are experiencing onset bipolar and psychosis or crisis will be able to access professional mental health services at no cost. **Staff Responsible for Monitoring:** Community Youth Services and Asst. Supt. of Administrative Services				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Hire and train three behavior technicians to support campuses and train administrators in Alternatives to suspensions. August 2020 and September 2020 **Strategy's Expected Result/Impact:** * Reduce the disproportionately rate for African American students with disabilities for ISS and OSS from 3.3 and 4.2 respectively to below a risk ratio of 2.5 * Student discipline will be handled in an equitable manner. **Staff Responsible for Monitoring:** Asst . Supt. of Administrative Services and Executive Director of Special services **Funding Sources:** Training - 224-Special Education Grant Funds - $0, Support Staff - 224-Special Education Grant Funds - $0				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Train campus administrators in Restorative Discipline in cooperation with Harris County Department of Education. August - November 2020. **Strategy's Expected Result/Impact:** Reduction in ISS, OSS and DAEP placements. **Staff Responsible for Monitoring:** Asst. of Administrative Services and Executive Director of Special Services				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Improve the access control system on all campuses to monitor and manage the access and flow of students, staff, and visitors. Additional items to be installed include: cameras, front door buzzers, key card entry system, door alarms, etc. August 2020 - December 2020 with a follow up February 2021 and April 2021 **Strategy's Expected Result/Impact:** Formative Assessment: Improve risk assessment results as it relate to unknown visitors on campus Summative: Improve risk assessment results as it relate to unknown visitors on campus **Staff Responsible for Monitoring:** Deputy Superintendent of Administrative Services and Director of Safety and Operations **Funding Sources:** Cameras, door buzzer, monitor, key cards, etc. - 459 School Safety Grant - $152,117				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Facilitate Police Interaction training for all high school students prior to graduation through the use of "Flashing Lights" police interaction video and/or student assemblies with the Harris County Precinct 3 Constables Office. September 2020, November 2020, January - April 2021. as measured by police interaction training dates listed on student transcripts. **Strategy's Expected Result/Impact:** * Students will gain awareness of how to interact with police should they be pulled over during a traffic stop or other incident. * Police Interaction training dates listed on students' transcripts **Staff Responsible for Monitoring:** C.E. King High School Principal				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Implement a comprehensive COVID response plan that includes a Safe Start plan, daily employee screener, COVID dashboard, COVID campus response teams, and a voluntary COVID testing program. July 2020 - June 2021 **Strategy's Expected Result/Impact:** Sheldon ISD will respond to 100% of reported COVID cases. **Staff Responsible for Monitoring:** Deputy Superintendent of Administrative Services				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue to strive to meet the 90% goal of campus budgets spent to support student academic performance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training in fiscal management for all campuses and departments. August 2020, September 2020, October 2020, and February 2021 **Strategy's Expected Result/Impact:** Formative: * Number of deferred affidavits submitted by each department Summative: * End of year tracking report **Staff Responsible for Monitoring:** Chief Financial Officer and Executive Director of Federal Programs/Grants **Funding Sources:** Budget training - 199-General funds - $100	50%	55%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor the fiscal management for all campuses and departments to protect the assets of the district and to ensure that all financial transactions are performed in accordance with generally accepted accounting practices. November 2020, December 2020, January 2021, February 2021, April 2021, & June 2021 **Strategy's Expected Result/Impact:** Formative: * Percentage of Federal and State funds depleted by December, February, April, and June Summative: * End of year budget reports * Number of deferred affidavits submitted by each campus and department **Staff Responsible for Monitoring:** Chief Financial Officer and Executive Director of Federal Programs and Grants	50%	65%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct regular budget meetings and training sessions to support the work of the campus and department secretaries to facilitate the following: 1. Review budget reports 2. Ensure basic accountability 3. Address pressing management issues 4. Provide overall support 5. Ensure all expenditures support the overall goal of achieving academic success for all students September 2020, October 2020, January 2021 and February 2021 (April 2021, if warranted) **Strategy's Expected Result/Impact:** Formative: * Meeting agendas and sign in sheets * Monthly budget reports reflecting the following results: 1. 50% of Title I budget depleted by December 2020 2. 80% of the Title I budget depleted by March of 2021 3. 90% or more of the Title I budget depleted by May of 2021 Summative: * Budget report (100% of funds depleted or encumbered by the end of the school year) **Staff Responsible for Monitoring:** Executive Director of Federal Programs and Grants **Funding Sources:** Training - 199-General funds - $100	60%	70%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop a process to analyze the district's current budget and align spending with district goals to verify that overall budget cost does not increase more than proportionate to student enrollment increase (excludes COVID-19 related expenses). November 2020 - January 2021 **Strategy's Expected Result/Impact:** * Formative: Extract budget and expenses at the end of each month from Skyward Business Make budget transfers as needed to align with spending needs of the District Project expenses until the end of the year and compare against established budget Monthly budget data and spending analysis by Chief Financial Officer *Summative: Review final budget reports to ensure compliance with processes and procedures **Staff Responsible for Monitoring:** Chief Financial Officer	30%	45%	80%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Analyze the current use of resources to determine the impact on school improvements through program evaluation. **Strategy's Expected Result/Impact:** Extract budget established for G/T, CTE, SPED, SCE, and BL from Skyward Business Project expenses for each category for the whole school year Compare total projected expenses to required percentage established by TEA **Staff Responsible for Monitoring:** Chief Financial Officer	20%	35%	60%	→

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

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

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

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to monitor process

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: July 2020 - November 2020: Tax rate is adopted and tax statements are sent out to the tax payers **Strategy's Expected Result/Impact:** Formative: *Approval of tax rate by the Board of Trustees *Tax Statments provided to the third party for mailing them out Summative: *Current year tax collection report by tax office, tax collection report to the Board of Trustees **Staff Responsible for Monitoring:** Chief Financial Officer	60%	75%	90%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: December 2020 - March 2021 Monitor current year tax collections. Mail out second round of tax statements to delinquent tax payers **Strategy's Expected Result/Impact:** Formative: *Top ten tax payers are paid by the due date of January 31, 2021 *Tax payer concerns are addressed with tax collection attorney or with Harris County Apprialsal District Summate: *March tax collection report showing at least 90% Collection of current year taxes **Staff Responsible for Monitoring:** Chief Financial Officer	85%	90%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for District Improvement Plan

Account Code	Account Title	Budget
6100 Payroll Costs		
429	6116 Extra Duty Stipend - Locally Defined	$15,000.00
	6100 Subtotal:	**$15,000.00**
6300 Supplies and Services		
429	6390 Supplies and Materials - General	$10,000.00
	6300 Subtotal:	**$10,000.00**

District Planning and Decision Making Committee

Committee Role	Name	Position
Business Representative	Darrell White	Member
Administrator	Katrina White	Member
Parent	Esther Aguilar	Member
Parent	Monica Bazile-Turknett	Member
Administrator	Joel Leal	Member
Community Representative	Anita Hollins	Member
Business Representative	Joy Blackley	Member
Parent	Angela Harris	Member
Parent	Tutoatasi Boutte	Member
Parent	Jennifer Cervantes	Member
Parent	Waldo Gaviria	Member
Parent	Santini Luis	Member
Parent	Nancy Gomez	Member
Parent	Kathrin Meier	Member
Parent	Dora Meja	Member
Parent	Irissa Shelley	Member
Parent	Sara Pacheco	Member
Paraprofessional	Koleen Reynolds	Member
Paraprofessional	Amber Soileau	Member
Classroom Teacher	Aryssa Greene	Member
Classroom Teacher	Quentin Cleaves	Member
Classroom Teacher	Melissa Cunningham	Member
Classroom Teacher	Nicole Dickson	Member
Classroom Teacher	Hilary Kern	Member
Classroom Teacher	Elizabeth Ortega	Member
Classroom Teacher	Miguel Martinez	Member
Classroom Teacher	Jasmine Bell	Member

Committee Role	Name	Position
Classroom Teacher	LaKesha Malveaux	Member
Classroom Teacher	Lisa Sprehe	Member
Classroom Teacher	Heath Dear	Member
Administrator - District Level	Juan Duenas	Member
District Level Secretary	Frida Tamez	Secretary
Administrator - District Level	Dr. Brenda Dearmon	Chairperson

District Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Development		$25,000.00
1	1	3	Software program		$250,000.00
1	1	7	Professional development (All campuses)		$15,000.00
1	1	7	Additional Classroom Instructional Specialists at high need campuses		$250,000.00
1	1	14	TSI Assessments and Preparation Resources		$0.00
1	1	15	Resources and extended time for Professional Learning		$0.00
1	1	18	Instructional resources, materials, and professional development		$0.00
1	1	19	Professional learning, instructional resources, college visits		$2,500.00
1	1	22	Interventionists		$350,000.00
1	2	2	Goalbook Pathways and Toolkit		$150,000.00
1	2	4	Professional Development		$5,000.00
1	2	4	Instructional Materials		$4,000.00
1	3	3	Instructional materials		$4,000.00
2	1	1	Professional Development		$4,000.00
2	1	3	Mentor stipends and substitutes to support coaching model		$25,000.00
2	2	1	Materials and resources to support recruitment		$500.00
2	2	4			$0.00
3	1	2	Supplies and materials for parent activities		$500.00
3	1	8			$0.00
5	1	1	Budget training		$100.00
5	1	3	Training		$100.00
				Sub-Total	$1,085,700.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	19			$0.00
1	1	23	Campus Instructional Specialists		$1,650,000.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$1,650,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional development		$10,000.00
1	1	4	Online software to support language acquisition		$6,000.00
1	1	6	Professional development		$5,000.00
1	1	6	Instructional materials		$50,000.00
1	1	6	Software		$68,000.00
1	1	7	Professional development (Elem)		$5,000.00
1	1	7	Additional Classroom Instructional Specialists at high need campuses		$250,000.00
1	1	12	Supplies and materials		$2,000.00
1	1	13	Instructional materials and resources		$1,000.00
1	1	13	Cost to support additional to support program		$75,000.00
1	1	22	Interventionists		$250,000.00
1	1	23	Campus Instructional Specialist		$700,000.00
1	2	3	Professional development		$5,500.00
1	2	4	Professional development and instructional materials		$5,000.00
1	3	2	Professional development		$6,000.00
3	1	1	Instructional materials and resources		$1,000.00
3	1	2	Childcare		$500.00
3	1	3	Training materials		$1,000.00
3	1	3	Attend Parent Engagement Workshops and Events offered by Region 4 ESC		$500.00
3	1	4	Attend conferences and trainings on parental engagement		$3,500.00
				Sub-Total	$1,445,000.00

255-Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional development		$20,000.00
1	1	3	Additional staffing to support well-rounded instruction		$75,000.00
1	1	6	Professional development		$10,000.00
1	1	7	Professional development		$15,000.00

255-Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Professional development and instructional materials		$35,000.00
1	1	9	Professional Development		$10,000.00
1	1	9	Instructional materials		$10,000.00
1	1	13	Cost to support additional staff to support program		$70,000.00
1	1	13	Instructional materials and resources		$1,000.00
1	2	3	Professional development		$3,500.00
1	2	4	Professional Development		$5,000.00
1	2	8	Professional Development		$1,000.00
1	3	1	Professional Development		$10,000.00
2	1	1	Professional Development		$10,000.00
2	1	3	Coaching and Training for mentors		$2,500.00
2	2	2	Professional Development		$2,500.00
2	2	3	Professional Development		$2,500.00
				Sub-Total	$283,000.00

263-Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Professional development		$20,000.00
1	1	4	Instructional materials		$40,000.00
1	1	5	Professional Development and Materials		$25,000.00
1	1	11	Instructional materials and professional development		$30,000.00
1	1	18	Professional development and instructional materials		$1,000.00
1	2	7			$15,000.00
1	3	4			$10,000.00
1	3	5			$10,000.00
2	2	1	Materials and resources to support recruitment		$500.00
3	1	1	Instructional materials and resources		$5,000.00
3	1	3	Parent/Family/Community resources		$5,000.00
				Sub-Total	$161,500.00

244-Perkins V Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	17			$25,000.00
1	1	18	Instructional resources and materials		$10,000.00
				Sub-Total	$35,000.00

224-Special Education Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10	Professional development, materials for assessment		$0.00
1	2	10	Professional development, instructional materials, assessment materials		$20,000.00
4	1	6	Training		$0.00
4	1	6	Support Staff		$0.00
				Sub-Total	$20,000.00

265-21st Century After-School Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	8	Instructional materials		$500.00
				Sub-Total	$500.00

185 Partnership After-School Program (Fee-Based) F					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	8	Instructional materials		$500.00
				Sub-Total	$500.00

287-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11	Books in English and Spanish		$7,000.00
1	2	8	Professional Development		$5,000.00
1	2	8	Instructional materials		$11,000.00
1	2	8	Extra duty pay for staff working after school and on Saturdays		$20,000.00
1	2	9	Additional pay for instructor providing additional learning time		$4,000.00
1	2	11	Supplies		$4,000.00
3	1	10	Literature books and instructional materials		$4,000.00
				Sub-Total	$55,000.00

Dyslexia Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10	Professional development, substitutes		$22,800.00
				Sub-Total	$22,800.00

274 GEAR UP Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	14	Preparation Materials		$0.00
1	1	17	Instructional resources and materials		$100,000.00
1	1	20	Professional development, supplies, web-based software, transportation, personnel		$123,000.00
1	1	21	Advising Resources and Personnel		$0.00
				Sub-Total	$223,000.00

338 Texas Perkins Focus Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	16	Instructional and Professional Learning Resources		$200,000.00
1	1	18	Instructional support, resources, and materials		$5,000.00
				Sub-Total	$205,000.00

459 School Safety Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	8	Cameras, door buzzer, monitor, key cards, etc.		$152,117.00
				Sub-Total	$152,117.00

185 PLTW					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Professional development		$6,000.00
1	3	3	Instructional materials		$14,000.00
				Sub-Total	$20,000.00

185 Mentor Program Allotment Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Mentor stipends and substitutes to support coaching model		$90,750.00
2	1	3	Coaching, &Training for mentors		$8,250.00
				Sub-Total	$99,000.00

Addendums

Sheldon Independent School District

Administrative and District Information

Board of Trustees			**Expires**
President:	Position # 2	Latricia Archie	2020
Vice-President:	Position # 3	Eileen Palmer	2020
Secretary:	Position # 1	Angela Cormier	2020
Members:	Position # 4	Fred Rivas	2022
	Position # 5	Kenneth Coleman	2022
	Position # 6	Devora Myles	2022
	Position # 7	Erika Martinez	2022

Administrative Officials	
Superintendent	Dr. King Davis
Deputy Superintendent of Academics	Paula Patterson
Deputy Superintendent of Administrative Services	Christie Gates
Chief Financial Officer	Abraham George
Assistant Superintendent of Administrative Services	James R. Webster
Assistant Superintendent of Academics	Dr. Keith Brooks

District Officials	
Constable	Ken Jones
Executive Director of Special Education	Susan Pansmith
Executive Director of Personnel Services	Marcia Herrera
Executive Director of Advanced Academics	Karen Gallow
Executive Director of Federal Programs/Grants	Dr. Brenda Dearmon
Director of Infrastructure/Technology	Brian Martinez
Director of Research, Assessment, & Data	Roxanne Wyatt
Director of Multilingual Programs	Suzanne Caballero

District Officials	
Executive Director of Academics	Juan Duenas
Dir of Communications & Community Partnerships	Emily Conklin
Director of Communications	Derik Moore
Director of Athletics	Derek Fitzhenry
Director of Innovative Programs	Becky Zalesnik
Director of Safety & Truancy	Leroy Bradley
Director of Transportation	Edwin Ostrander
Director of Child Nutrition	Robert Green

Campus Administrators	
Principal, C. E. King High School	Dr. Raffat Saeed
Dean of the Sheldon Early College High School	Annette Clark
Principal, KASE	John McGee
Principal, King Middle School	Ashley Sampson
Principal, Michael Null Middle School	Katrina White
Principal, Carroll Elementary	SolMaria Benavides
Principal, Monahan Elementary	Cheri Dixon

Campus Administrators	
Principal, Garrett Elementary	Tacarra Williams
Principal, Royalwood Elementary	Jesus Altamirano
Principal, Sheldon Elementary	Dr. Rachelle Ysquierdo
Principal, Sheldon Lake Elementary	Christopher Dickson
Principal Stephanie Cravens ECA	Dr. Denise Mustin
Principal, Sheldon ECA	Joel Leal

General Information

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

Tax Office	281-727-2074	
Mailing Address	11411 C. E. King – Suite A	Houston, Tx. 77044
Office Hours	8:00 AM to 4:00 PM Mon.-Fri.	

- **Board Meetings** 3rd Tuesday of each month at 7:00 PM Administration Building

District Website www.sheldonisd.com

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

Sheldon Independent School District
District Self-Evaluation of District Improvement Planning Process
for
2020-2021

Sheldon ISD
Every Child, Every Day.

STATEMENT OF ASSURANCE: The District Academic and Administrative Support teams worked collaboratively to complete the Self –Evaluation of the District Improvement Plan from the previous school year (2019-2020) in order to establish goals and objectives for the 2019-2020 school year. The District Decision-Making and Planning Committee, known as the District-Wide Instructional Improvement Council (DWIIC), provided input into the development of the District Improvement Plan (DIP).

Dr. King Davis
Name of Superintendent
(Please Print)


Signature of Superintendent

Dr. Brenda Dearmon
Name of DWIIC Chairperson
(Please Print)


Signature of DWIIC Chairperson
District Committee

Frida Tamez
Name of DWIIC Secretary


Signature of DWIIC Secretary

SISD DROP-OUT PREVENTION PLAN
GRADES 7 – 12

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

Affective Support:

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

Academic Support:

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

Coordination of Instructional Strategies, Programs, and Services

Provided by Sheldon ISD

2020-2021

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

HOMELESS EDUCATION PLAN
FOR
TITLE I SERVICES TO CHILDREN

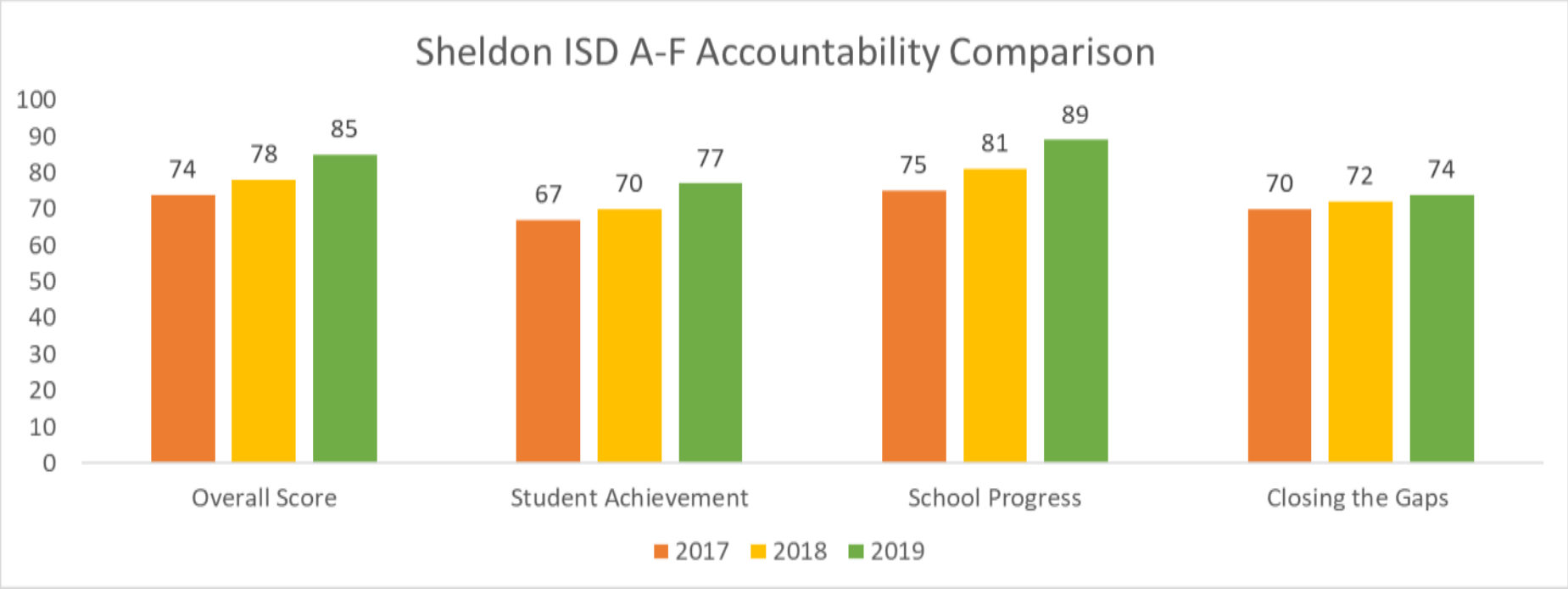
Services provided to homeless students will include:

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

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

Revised 9.29.19

Sheldon Independent School District



Campus Attendance Rates for Students

	2017-2018		2018-2019		2019-2020	
	Enrollment	Attendance Rate	Enrollment	Attendance Rate	Enrollment	Attendance Rate
Sheldon ISD	9100	92.9%	9573	96.07	10,712	96.39%
Cravens Early Childhood Academy	579	94.5%	650	95.96	636	96.04%
Sheldon Early Childhood Academy	535	93.1%	608	93.78	767	95.19%
Carroll Elementary	807	96.2%	888	97.61	633	97.65%
Garrett Elementary	636	96.2%	669	97.44	722	97.22%
Monahan Elementary	601	95.2%	601	97.51	663	97.13%
Royalwood Elementary	663	96.8%	656	97.91	590	97.59%
Sheldon Lake Elementary	N/A	N/A	N/A	N/A	703	97.27%
Sheldon Elementary	725	95.9%	741	97.72	615	97.12%
M. R. Null Middle School	1024	95.1%	1147	97	1,371	96.98%
C.E. King Middle School	1043	94.8%	1069	97.09	1,197	97.11%
C.E. King High School	2373	89.7%	2016	93.6	2,868	94.85%
KASE	108	93.04%	95	N/A (Due to Flex-minutes)	7	86.61%

**Source: On Data Suites*

DISTRICT DISCIPLINE SUMMARY REPORTS
Comparison
2018, 2019 & 2020

Disciplinary Codes and Translations		**District Totals**		
		2018	**2019**	**2020**
02	conduct punishable as a felony.....	4	10	3
04	possessed, sold, or used marijuana or other controlled substance.....	109	50	82
05	possessed alcoholic beverage.....	4	3	13
11	used/possessed a firearm	2	1	0
14	used/possessed prohibited weapon…….	0	1	0
21	violation of C of C not included under TEC 37.005.....	2,368	3111	2,649
22	criminal mischief.....	6	3	0
26	Terroristic Threat TEC 37.006 (a) (1)	6	3	0
27	assault against school employee/volunteer under Penal Code Section 22.02.....	3	19	2
28	assault under Penal Code Section 22.02 against someone other than a school district employee or volunteer.....	7	15	21
33	possessed, purchased, used or accepted a cigarette or tobacco product as defined in the Health and Safety Code……	4	10	0
41	fighting/mutual combat……	379	333	229

**Source: On Data Suite*

COMPARISON of 2017-2018 to 2018-2019	INCREASE	DECREASE	SAME
1. Student tobacco use (Code 33)		X	
2. Student alcohol or drug use (Codes 04 & 05)	X		
3. Student school violence (assault, threat, fighting) (Codes 27, 28, & 41)		X	

Procedures for Reporting Allegations of Bullying

Sheldon ISD

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

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

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

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

Federal and State Funds
2020-2021

Title I Funds	Budget
Salaries	$1,558,359.00
Contracted Services	$20,000.00
Supplies and Materials	$154,078
Travel	$79,944
Capital Outlay	$117,224
Indirect Cost	$44,214
Total	$1,973,819

Title II Funds	Budget
Salaries	$265,651.00
Contracted Services	$5,000.00
Supplies and Materials	$10,220.00
Travel	$5,000.00
Indirect Cost	$6,550.00
Total	$292,421.00

Title III Funds	Budget
Salaries	$199,800.00
Contracted Services	$32,825.00
Supplies and Materials	$44,210.00
Travel	$10,000.00
Capital Outlay	$0.00
Indirect Cost	$6,572.00
Total	$293,407.00

Title IV Funds	Budget
Salaries & Extra Duty Pay	$106,440.00
Contracted Services	$10,725.00
Supplies and Materials	$8,799.00
Travel	$7,500.00
Capital Outlay	$0
Indirect Cost	$3,058.00
Total	$136,522.00

State Compensatory Education Funds	Budget
Salaries	$10,310,000
Contracted Services	$473,590
Supplies and Materials	$473,113
Travel	$165,750
Capital Outlay	0
Total	$11,422,453

Glossary of Acronyms listed in the District Improvement Plan

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

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

Appendices

Appendix A:
District Audit Report Questions

Instructions: Using information collected during your district facility safety and security audits, please answer the following questions as they pertain to the current audit cycle.

Section 1
District Demographics

1a. First name of person reporting _____

1b. Last name of person reporting _____

2. Title of person reporting _____

3. Contact email for person reporting _____

4. Contact phone for person reporting *(xxx-xx-xxxx)* _____

5. District Cumulative Enrollment *(enter as whole number, no commas)* _____

6. What best describes the geographical area where the *majority* of the students in your district live?

- ☐ Urban
- ☐ Suburban
- ☐ Rural

Section 2
Safety and Security Audit Information

7. How many facilities (including both instructional and non-instructional) are present in your district?
(Numbers only please)

_____

8a. Has a safety and security audit been completed for all facilities (including both instructional and non-instructional) in your district?

- ☐ Yes
- ☐ No _____

Reference: TEC §37.108(b)

8b. Although you did not conduct audits for all please provide number completed. (Enter numbers only)
Note: Number should not be greater than___. That is, the answer you provided in question #7.

_____

9. Who conducted your district's safety and security audits?
(Check all that apply)

- ☐ District/school employees/audit team
- ☐ Education Service Center
- ☐ Insurance provider or Risk Pool
- ☐ First Responders
- ☐ Other *(please specify)* _____

10. Your district's safety and security audits were conducted using audit procedures developed by which of the following? *(Check all that apply)*

- ☐ Texas School Safety Center
- ☐ Locally developed with input from the district, first responders, and/or emergency management personnel
- ☐ Education Service Center
- ☐ Insurance provider or Risk Pool
- ☐ Other *(please specify)* _____

Reference: TEC §37.108(b)

11. Which of the following elements were reviewed during your district's safety and security audits? *(Check all that apply)*

- ☐ Interior of facilities
- ☐ Exterior of facilities
- ☐ Surrounding environment
- ☐ School climate
- ☐ Data
- ☐ Emergency management plans and programs
- ☐ None of these elements

12. Have the audit results of your district's facilities been reported to the district's Board of Trustees?

- ☐ Yes
- ☐ No

Reference: TEC §37.108(c)

Section 3
Emergency Management Information

13a. Does your district have a functioning School Safety and Security Committee that meets regularly?

- ☐ Yes
- ☐ No

Reference: TEC §37.109

13b. Does the School Safety and Security Committee have a process in place to address safety and security practices and issues for the district?

- ☐ Yes
- ☐ No

14a. Has your district adopted a Multi-Hazard Emergency Operations Plan?

- ☐ Yes
- ☐ No

Reference: TEC §37.108 (a)

14b. Does your district's Multi-Hazard Emergency Operations Plan address the following four phases of emergency management?

Mitigation/Prevention	Yes	No
Preparedness	Yes	No
Response	Yes	No
Recovery	Yes	No

Reference: TEC §37.108 (a)

14c. Which of the following were involved in the development and/or coordination of the district's Multi-Hazard Emergency Operations Plan? *(Check all that apply)*

- ☐ Independent School District Police Department
- ☐ Local and/or Regional Law Enforcement Agency
- ☐ Fire Department/EMS
- ☐ Local and/or Regional Public Health Department
- ☐ Local Emergency Planning Committee (LEPC)
- ☐ Local Emergency Management
- ☐ Neighboring District
- ☐ Texas Division of Emergency Management
- ☐ Texas Department of State Health Services

- ☐ Volunteer Organizations
- ☐ Other *(please specify)* _____
- ☐ None of these entities were involved

Reference: *TEC 37.108 (a)(3)*

14d. Is your district's Multi-Hazard Emergency Operations Plan reviewed at least annually and updated as needed?

- ☐ Yes
- ☐ No

14e. Does your district's Multi-Hazard Emergency Operations Plan include provisions for those with access/functional needs?

- ☐ Yes
- ☐ No

14f. Do all of your district's facilities (including both instructional and non-instructional) have a specific emergency operations plan that is consistent with the district's Multi-Hazard Emergency Operations Plan?

- ☐ Yes
- ☐ No

14g. Does your district Multi-Hazard Emergency Operations Plan mandate the following types of drills?

Evacuation Drills	Yes	No
Lockdown Drills	Yes	No
Weather Drills	Yes	No
Shelter-in-Place Drills	Yes	No
Reverse Evacuation Drills	Yes	No

15a. Does your district have a school located within 1,000 yards of a railroad track?

- ☐ Yes
- ☐ No

15b. Does your district's Multi-Hazard Emergency Operations Plan include procedures for responding to a train derailment?

- ☐ Yes
- ☐ No

Reference: TEC §37.108 (d)

16. Has your district conducted a Threat and Hazard Identification and Risk Assessment (THIRA)?

- ☐ Yes
- ☐ No

Reference: TEC §37.108(d)

17. Have all district facilities (including both instructional and non-instructional) conducted the following drills at least once each year?

Evacuation Drills	Yes	No
Lockdown Drills	Yes	No
Weather Drills	Yes	No
Shelter-in-Place Drills	Yes	No
Reverse Evacuation Drills	Yes	No

18. To which of the following groups has your district provided training for responding to an emergency?

Administrators (e.g. principals, superintendents)	Yes	No
Instructional staff (e.g. teachers)	Yes	No
Substitute teachers	Yes	No
Visitors	Yes	No
Contractors (e.g. repair services)	Yes	No
Support staff (e.g. office admins)	Yes	No
Volunteers	Yes	No
Parents	Yes	No
Students	Yes	No

19. Does your district conduct after-action reviews following each:

Drills	Yes	No
Exercises	Yes	No
Actual emergencies	Yes	No

20a. Which of the following agreements does your district have in place pertaining to school safety and security? *(Check all that apply)*

- ☐ Memoranda of understanding
- ☐ Mutual aid agreements
- ☐ Other *(please specify)* _____
- ☐ No agreements are in place

20b. With whom has your district entered into memoranda of understanding, mutual aid agreements, and/or similar agreements? *(Check all that apply)*

- ☐ Department of State Health Services
- ☐ Local and/or Regional Public Health Department
- ☐ Local Emergency Management
- ☐ Law Enforcement
- ☐ Fire Department/EMS
- ☐ Neighboring District
- ☐ Off-Campus Evacuation Sites/Reunification Sites
- ☐ Volunteer Organizations
- ☐ Behavioral Health Providers (e.g., Local Mental Health Authorities, private practitioners, etc.)
- ☐ Other (please specify) _____

21a. Has your district identified key personnel that are responsible for specific emergency functions?

- ☐ Yes
- ☐ No

21b. Have key personnel responsible for specific emergency functions been trained in the National Incident Management System (NIMS)?

- ☐ Yes
- ☐ No

21c. Have key personnel responsible for specific emergency functions been trained in the Incident Command System (ICS)?

- ☐ Yes
- ☐ No

21d. Which of the following trainings have key personnel responsible for specific emergency functions in your district completed?
(Check all that apply)

- ☐ S-100.SCa Introduction to the Incident Command System for Schools
- ☐ IS-700a NIMS: An Introduction
- ☐ IS-200a ICS for Single Resources and Initial Action Incidents
- ☐ IS-800b National Response Framework, An Introduction
- ☐ ICS-300 Intermediate ICS for Expanding Incidents
- ☐ ICS-400 Advanced Incident Command
- ☐ E362-Multi-Hazard Planning for Schools Train-the-Trainer
- ☐ IS-362.a Multi-Hazard Emergency Planning for Schools
- ☐ G-364 Multi-Hazard Emergency Planning for Schools
- ☐ IS-360 Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship

☐ Other *(please specify)* _____
☐ None

Reference: *TEC §37.108 (a)(1)*

22. Does each facility (including both instructional and non-instructional facilities) in your district have visitor policies/procedures that govern access?

☐ Yes
☐ No

Reference: *TEC §38.022 (a)(b)(c)(d)*

23a. Does your district have a bullying prevention policy?

☐ Yes
☐ No

Reference: *TEC § 37.0832 (c):*

23b. Which of the following components are included in your district's bullying policy? *(Check all that apply)*

☐ Prohibition of students bullying
☐ Prohibition of retaliation against any person who provides information on bullying
☐ Detailed procedure for providing notice of bullying incidents to a parent or guardian of the victim and the bully within a reasonable amount of time
☐ Detailed actions that a student should take to obtain assistance in response to bullying
☐ Counseling options for students who are victims or witnesses to bullying or for those who engage in bullying
☐ Established procedures for reporting bullying incidents, investigating a reported bullying incident and procedures for determining whether the reported bullying incident occurred
☐ Prohibition of the imposition of a disciplinary measure on a student who is found to be a victim of bullying; based on student's use of reasonable self-defense in response to the bullying
☐ Discipline requirements for bullying of a student with disabilities that comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act

24. Does your district have the following plans in place?

Continuity of Operations (COOP)	Yes	No
Cybersecurity	Yes	No
Infectious Disease/Pandemic Preparedness	Yes	No
Food Defense	Yes	No
Parent-student reunification	Yes	No
Special events (e.g. athletic events, graduation)	Yes	No

25a. Does your district have a suicide prevention plan?

- ☐ Yes
- ☐ No

25b. Is the suicide prevention plan accessible to all students, staff, and parents at all district campuses?

- ☐ Yes
- ☐ No

26. Does each campus have policies and protocols to respond to suicide attempts or deaths by suicide?

All new hires as part of orientation	Yes	No
All staff on an annual basis	Yes	No

27. Does each campus have policies and protocols to respond to suicide attempts or deaths by suicide?

- ☐ Yes
- ☐ No

28. Does your district have a behavioral threat assessment process to identify and work with students exhibiting threatening behaviors?

- ☐ Yes
- ☐ No

29. Does district staff receive training on the avoidance of inappropriate staff-student relationships?

- ☐ Yes
- ☐ No

30. During the past three-year audit cycle, has your district used any resources (e.g., in–person training, conferences, online tools, video, and /or publications) developed by the Texas School Safety Center to support safety and security programs, plans, or practices?

- ☐ Yes
- ☐ No

31. In your opinion, to what extent has school safety and security improved in your district since the last audit cycle (2014-2017)?

- ☐ To a great extent
- ☐ Somewhat
- ☐ Very little
- ☐ Not at all

End of DAR Questions.