Sheldon Independent School District

Sheldon Early Childhood Academy

2020-2021 Campus Improvement Plan



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

Mission Statement

Sheldon Early Childhood Academy (SECA) is committed to developing life-long learners through engaging experiences which will promote creative thinking and encourage academic, physical and social success.

"Jaguars Achieving Great Success"

Vision

We envision SECA as a community learning center where children gain competencies necessary for them to be successful right from the beginning of their educational journey. The commitment of our total community (students, staff, parents, and greater community) is necessary to create challenging learning experiences for our young scholars to prepare them for the future.

Our vision of providing an outstanding education is centered on the integration of all aspects of learning with:

1. attention to the whole child
2. emphasis on inquiry
3. integration of the traditional subject areas
4. utilization of a variety of learning tools and technologies
5. valuing a universal range of learning styles and abilities
6. connections to the real world beyond the confines of the classroom
7. exposure to the creative and performing arts for art's sake and art for integration
8. a focus on the development of positive attitudes toward people, toward the environment, and toward learning.

Value Statement

At Sheldon Early Childhood Academy, we believe that:

- Each individual has immeasurable worth and unique intelligence.

- The freedom to choose comes with accountability to each other and responsibility for consequences.

- Individuals have an inherent drive for acceptance and belonging.

- Family is the foundation of society.

- Human resourcefulness is unlimited.

- A community's collective power is greater than individual efforts.

- Change is inevitable and creates opportunities for new beginnings.

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Comprehensive Needs Assessment

Revised/Approved: June 4, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Process

The campus site based team convened on May 26th, May 28th and June 4th, 2020 to facilitate the development of the campus comprehensive needs assessment and the campus improvement plan. The site-based team consisted of the following:

Name	Role
Joel Leal	Principal
Mindi Becker	Assistant Principal
Augusta Lynch	Librarian
Tameka Smith	Parent
Genie King	Teacher
Maureen Howard	Parent
Karen Wilson	Parent
Melanie Holmes	CIS
Nickie Allen	Teacher
Kathrin Meier	Parent
Serita Walker	Teacher
Stephanie Varley	Teacher
Ashley Valdez	Teacher
Kameran Thompson	Teacher
Mayra Clement	Teacher
Joana Castillo	Teacher
Rita Martinez	Teacher

Name	Role
Alejandra Reyes	Teacher
Michelle Valdez	Teacher
Yvette Flores	Teacher
Melinda Flores	Counselor
Ida Gaines	Teacher
Karen Smith	Teacher
Regina Morales	CIS
Amy Espinoza	Parent

When conducting the Comprehensive Needs Assessment, the committee looked at data including DRA/EDL scores, CLI scores, demographic numbers, staff patterns, etc.

Campus Targeted Areas

Based on trends identified during the Comprehensive Needs Assessment, we consider the following areas as critical needs for the 2020-21 school year:

1. Less than 90% of our students are leaving their grade level ready for the next grade level. A foundation of literacy is the development of oral language skills in students in prekindergarten and kindergarten. We will address this need by continuing to provide professional development in the area of oral literacy and storytelling for our teachers in order to build capacity around the building in teaching the foundational elements of writing.
2. Student achievement, especially in the area of literacy and math continues to show areas of improvement. Our campus will address this need by providing quality, targeted professional development in literacy and math that will impact classroom strategies, data-driven instruction and the implementation of best practices.
3. Some students exhibit challenging behaviors in the classroom and common areas that affect student achievement. Targeted, intentional instruction in Social and Emotional strategies and skills as well as safe behaviors is needed. We will address this need by providing teachers with the tools to deliver this type of instruction and increase our students' skills in this area to improve behavior and maximize learning time in the classroom.
4. Some of our parents need more resources and skills to be able to actively help their children practice and reinforce the necessary skills to be academically successful. We will address this need by providing parent engagement sessions where parents will receive training in strategies and the use of resources to reinforce academic skills at home. This will, in turn, improve academic achievement for our students.
5. Our attendance goal has not been achieved in the last few years. We are going to address this need by providing systems that will help improve our student attendance rates, including parent and family informational workshops on the importance of attendance and school activities, as well as parent and family rewards

Documents are provided in English and Spanish to support the needs of the student population and the community. (District Parent & Family Engagement Policy is included in the Parent/Student Handbook. District & Campus Parent & Family Engagement Policies are located in the campus front foyers, District Office lobby, North Channel Library, and Greensbrook Community Center.)

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.

Demographics

Demographics Summary

Sheldon ISD is a fast-growth district located in the Northeast section of the Greater Houston area that serves almost 10,000 students. While small compared to surrounding districts, SISD is listed as a large district by TEA standards. Our community is a diverse population made up of single family homes, mobile home communities and apartment complexes. Sheldon Early Childhood Academy is one of two early childhood campuses that houses the district's full day Pre-K program and Kindergarten students. We are located on the eastern side of the district surrounded by industrial facilities and a major transportation corridor.

Student Enrollment

Year	Enrollment
2014	510
2015	514
2016	537
2017	542
2018	561
2019	641
2020	706

	Count	Percent
Gender		
Female	341	48.30%
Male	365	51.70%
Ethnicity		
Hispanic-Latino	499	70.68%
Race		
American Indian - Alaskan Native	5	0.71%
Asian	4	0.57%
Black - African American	137	19.41%
Native Hawaiian - Pacific Islander	1	0.14%
White	44	6.23%

	Count	Percent
Two-or-More	16	2.27%
Program		
Bilingual	280	39.66%
English as a Second Language (ESL)	5	0.71%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	191	27.05%
Reduced Lunch Participation	35	4.96%
Other Economically Disadvantaged	320	45.33%
Gifted and Talented	0	0.00%
Special Education (SPED)	55	7.79%
Title I Participation	706	100.00%
Dyslexia	0	0.00%
Other Student Information		
At-Risk	349	49.43%
Economically Disadvantaged	546	77.34%
Title I Homeless	0	0.00%
Immigrant	7	0.99%
Limited English Proficient (LEP)	253	35.84%
Migrant	0	0.00%
Military Connected	4	0.57%
Foster Care	4	0.57%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	3	0.42%
Intervention Indicator	56	7.93%
Homeless Status Total	6	0.85%

Enrollment by Race/Ethnicity	15-16	16-17	17-18	18-19	19-20 (Oct. 2019)
African American	15.60%	15.50%	16.20%	17.20%	19.41%
Hispanic	71.50%	73.70%	74.90%	73.70%	70.68%
White	10.10%	7.50%	5.80%	6.30%	6.23%
American Indian	0.20%	0.00%	0.40%	0.50%	0.71%
Asian	1.10%	0.60%	0.20%	0.20%	0.57%
Pacific Islander	0.00%	0.00%	0.20%	0.40%	0.14%
Two or More Races	1.50%	2.80%	2.30%	1.80%	2.27%

Enrollment by Race/Ethnicity	15-16	16-17	17-18	18-19	19-20 (Oct. 2019)
Enrollment by Student Group					
Economically Disadvantaged	79.10%	77.00%	75.70%	62.20%	77%
English Language Learners	38.50%	40.10%	37.70%	37.80%	35.84%
Special Education	5.20%	6.10%	7.40%	8.90%	7.79%

Historical Attendance Rate	
16-17	94.32%
17-18	93.37%
18-19	93.25%
19-20	93.35%

	Enrollment
2014	510
2015	514
2016	537
2017	542
2018	561
2019	641
2020	706

Demographics Strengths

- Our staff is diverse and closely resembles our student demographic breakdown.
- All of our staff is state certified.
- Our teacher retention was 83% and that helps with consistency and campus level implementation of programs and strategies.

- 49% of our staff has six or more years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for more culturally diverse materials for the classrooms and library collections that reflect topics and characters from different cultural backgrounds. **Root Cause:** Our Hispanic and African American populations have shown a steady increase, while our white population has decreased.

Student Learning

Student Learning Summary

	Kindergarten DRA MOY 19-20				
	Total Students	Date Taken	New Numeric Task	New Numeric Task Level	
				Met Benchmark	Did Not Meet Benchmark
Sheldon ECA	347	01/15/20	2.63	75.50%	24.50%
Economic Disadvantage	281	01/15/20	2.51	73.31%	26.69%
American Indian/Alaskan Native	2	01/27/20	1.5	50%	50%
Asian	1	02/03/20	2	100%	0%
Black/African American	75	01/15/20	2.96	84%	16%
Hispanic	237	01/15/20	2.47	70.89%	29.11%
Two or More Races	9	01/16/20	3.56	77.78%	22.22%
White	23	01/15/20	3.04	95.65%	4.35%
Female	167	01/15/20	2.59	76.65%	23.35%
Male	180	01/15/20	2.68	74.44%	25.56%
LEP	121	01/24/20	2.12	57.85%	42.15%
Special Ed Indicator	24	01/15/20	1.96	58.33%	41.67%

	MOY Kindergarten EDL2 Scores 19-20				
	Total Students	Date Taken	Dual L1 EDL2 Independent Level 1-80	Dual L1 EDL2 Independent Level 1-80 Level	
				Met Benchmark	Did Not Meet Benchmark
Sheldon ECA	157	01/16/20	2.73	64.33%	35.67%
Economic Disadvantage	136	01/16/20	2.69	63.24%	36.76%
Black/African American	15	01/31/20	1.67	33.33%	66.67%
Hispanic	136	01/16/20	2.82	66.18%	33.82%
Two or More Races	2	01/31/20	3	100%	0%
White	4	01/31/20	3.5	100%	0%

	MOY Kindergarten EDL2 Scores 19-20				
	Total Students	Date Taken	Dual L1 EDL2 Independent Level 1-80	Dual L1 EDL2 Independent Level 1-80 Level	
				Met Benchmark	Did Not Meet Benchmark
Female	78	01/16/20	2.9	65.38%	34.62%
Male	79	01/16/20	2.56	63.29%	36.71%
LEP	117	01/16/20	3.13	72.65%	27.35%
Special Ed Indicator	9	01/31/20	2.56	66.67%	33.33%

	MOY 2019 Kinder Math				
	Total Students	Date Taken	Overall		
			Met Standard 30- 43	Approaching 21-29	Did Not Meet Standard 0-20
Sheldon ECA	340	01/09/20	64.12%	22.35%	13.53%
Economic Disadvantage	277	01/09/20	63.54%	23.83%	12.64%
American Indian/Alaskan Native	2	01/10/20	50%	50%	0%
Asian	1	01/23/20	100%	0%	0%
Black/African American	70	01/09/20	57.14%	27.14%	15.71%
Hispanic	236	01/09/20	66.53%	19.92%	13.56%
Two or More Races	9	01/09/20	66.67%	22.22%	11.11%
White	22	01/09/20	59.09%	31.82%	9.09%
Female	159	01/09/20	60.38%	25.79%	13.84%
Male	181	01/09/20	67.40%	19.34%	13.26%
LEP	121	01/09/20	70.25%	19.01%	10.74%
Special Ed Indicator	26	01/09/20	57.69%	19.23%	23.08%

Pre-Kindergarten CLI Summary	On Track	Needs Support	Monitor	Out of Range
Rapid Vocabulary	67%	33%	0%	0%
Phonological Awareness	75%	25%	0%	0%
Optional PA	88%	12%	0%	0%
Math	85%	15%	0%	0%

Pre-Kindergarten CLI Summary	On Track	Needs Support	Monitor	Out of Range
Optional Math	100%	0%	0%	0%
Social Emotional Behaviors	78%	22%	0%	0%

Student Learning Strengths

- There is only a small achievement gap between the various demographic groups, including our LEP population, which is above the campus average, in some cases significantly above.
- Spanish Phonemic Awareness growth from Wave 1 to Wave 3 was 31% points.
- 19.6% of our Kindergarten students exceeded the district benchmark for Reading.

Student Academic Achievement Needs **Campus Targeted Areas** (Due to the impact that the COVID-19 pandemic has had in the educational environment and how this affected the availability of end-of-year assessment data, Sheldon Early Childhood Academy and the Site-Based Decision Making committee have decided to keep the same Needs Statement as in 2019-20.)

Based on our trends in student achievement data, we have identified the following areas as critical needs for the 2020-2021 school year:

1. Student achievement in fourth grade writing at the campuses in our feeder pattern. A foundation of writing is the development of oral language skills in students in prekindergarten and kindergarten. We will address this need by continuing to provide professional development in the area of oral literacy and storytelling for our teachers in order to build capacity around the building in teaching the foundational elements of writing.
2. Student achievement, especially in the area of literacy, continues to show areas of improvement. Our campus will address this need by providing quality, targeted professional development in literacy and math that will impact classroom strategies, data-driven instruction and the implementation of best practices.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fourth Grade students Writing Scores at both of our feeder campuses continues to be a challenge. **Root Cause:** Students are not developing their oral literacy and storytelling before they are able to read and write.

Problem Statement 2 (Prioritized): Professional Learning offerings in literacy and math are not always grade-level appropriate for our teachers **Root Cause:** Professional Learning is usually geared towards elementary grades.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Literacy acquisition is focused on phonics, sight words and moving into reading. This is emphasized in whole group, literacy stations, and small group intervention settings.

Our full-day Pre-K and Kindergarten program is open to all students in the district and are designed to create young students who are successful students in the academic and social-emotional arena, with a special focus on building strong readers before entering first grade.

The Dual Language begins in Pre-K with a 1-way program for ELL students and expands in Kindergarten to include 2-way classrooms that utilize a 50/50 model of linguistic instruction.

Students who show consistent struggles in Pre-K are identified for our kindergarten collaborative classrooms where a Universal Design for Learning model provides maximum differentiation and support to close achievement gaps before students move to first grade.

Our Response to Intervention team meets weekly to identify struggling students and the program is integrated with our interventions (LLI, CLI, Guided Reading, Guided Math) to meet the needs of the individual learner.

School Context and Organization

Leadership team (Principal, AP, Counselor, Instructional Coaches) meet weekly to discuss current trends and data in academics, discipline and attendance. There are also lead teachers in each grade level team, activity team and special education.

The Site-based Decision Making Committee has representation from all stake holder areas and assists with the implementation and evaluation of all operations and programs on the campus.

Technology

Technology at the early childhood level is integrated in the classroom through touchscreen devices (ipads and interactive projectors and monitors) and in our S.T.E.A.M. lab and classroom integrations. Students are using technology for research, presentation, creation and assessment.

School Processes & Programs Strengths

Our school process and programs strengths include:

- Our Dual Language program is in its fourth year of full implementation.
- Our Collaborative Model, in partnership with Region 4, will enter its fourth year of implementation and has been very successful.
- Balanced Literacy (English) successful implementation with quality materials.

School Processes and Program Strengths Needs Statement: **Campus Targeted Areas**

Based on our trends in school processes and program strengths data, we have identified the following areas as critical needs for the 2019-2020 school year:

1. Some students exhibit challenging behaviors in the classroom that affect student achievement. Targeted, intentional instruction in Social and Emotional strategies and skills is needed in the classroom. We will address this need by providing teachers with the tools to deliver this type of instruction and increase our students' skills in this area to improve behavior and maximize learning time in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Some students exhibit challenging behaviors in the classroom that affect student achievement. **Root Cause:** Students are not intentionally taught Social and Emotional strategies/skills by the classroom teacher.

Problem Statement 2: Lack of sufficient bilingual materials, especially Balanced Literacy materials. **Root Cause:** The program is relatively new and there has not been enough time to purchase an adequate amount of quality materials.

Perceptions

Perceptions Summary

Family and Community Engagement

The sole purpose for our family and community engagement is to educate our parents and stakeholders on how to be the best partners in their child's education. This includes heavy engagement activities such as parent workshops and family learning nights that focus on how we teach students in the curriculum, what the reading data shows and giving them training/materials to impact student achievement at home. Parents and community members are able to learn about campus procedures and programs and provide feedback through our volunteer program, our Site-based Decision-making Committee, Parent Advisory Council, and Watch D.O.G.S program. There are also several events during the year that are opportunities for our professional learning community to come together and celebrate our students, such as Trunk or Treat, community lunches, musical programs and art shows.

School Culture and Climate

Sheldon ECA is a professional learning community at its core and members of our community - students, teachers, staff, parents and community stakeholders - are striving to be life-long learners. Firmly believing that every child can learn if we provide a strong learning environment, we purposefully plan engaging instruction for our students using the latest pedagogy and best teaching practices, our staff is highly trained and motivated to do what's best for our students on a daily basis. The sole purpose for our family engagement is to educate our parents on how to be the best partners in their child's education, including workshops and family learning nights that focus on how we teach students in the curriculum, what the reading data shows and how they can impact student achievement at home.

Student attendance is a constant concern at SECA because chronic student absences lead to gaps in student achievement. Unfortunately, for most of our students, when they miss the district bus in the morning, they do not attend school. Our ADA was just below 94% in 2019-20, despite it being a major focus for incentives, education and parent conferences.

Responding to needs addressed in our staff and parent surveys in recent years, we have successfully added ClassDojo to impact positive behavior incentives and parent communication to showcase our students and their achievements. Communication with our parents benefits from daily messages on ClassDojo, campus-wide announcements on ClassDojo and bi-weekly newsletters that describe opportunities to attend school events. Our district parent survey showed that 90.85% of parents gave our school a grade of A or B.

Perceptions Strengths

One of our greatest strengths is the fact that one of the teachers who went to the RICE Storytelling Project has continued to ELLA Program and now serves all of our teachers as an instructional coach. Parent communication and support is strong and we are always looking for ways to more effectively acclimate new parents to the district in Pre-K in order to create strong educational partnerships. Other notable strengths on our campus include high participation in our parent involvement events and positive scores in our parent survey.

Perception Strengths Needs Statement: **Campus Targeted Areas** (Due to the impact that the COVID-19 pandemic has had in the educational environment and how this affected the availability of end-of-year assessment data, Sheldon Early Childhood Academy and the Site-Based Decision Making committee have decided to keep the same Needs Statement as in 2019-20.)

Based on our trends in Perception Strengths data, we have identified the following areas as critical needs for the 2020-2021 school year:

1. Some of our parents need more resources and skills to be able to actively help their children practice and reinforce the necessary skills to be academically successful. We will address this need by providing parent engagement sessions where parents will receive training in strategies and the use of resources to reinforce academic skills at home. This will, in turn, improve academic achievement for our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents are involved in our campus but are not actively engaged in the academic growth of their child. **Root Cause:** Parents don't perceive themselves as an active partner in their child's education.

Priority Problem Statements

Problem Statement 1: Professional Learning offerings in literacy and math are not always grade-level appropriate for our teachers
Root Cause 1: Professional Learning is usually geared towards elementary grades.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Some students exhibit challenging behaviors in the classroom that affect student achievement.
Root Cause 2: Students are not intentionally taught Social and Emotional strategies/skills by the classroom teacher.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Parents are involved in our campus but are not actively engaged in the academic growth of their child.
Root Cause 3: Parents don't perceive themselves as an active partner in their child's education.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Fourth Grade students Writing Scores at both of our feeder campuses continues to be a challenge.
Root Cause 4: Students are not developing their oral literacy and storytelling before they are able to read and write.
Problem Statement 4 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
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Sheldon Early Childhood Academy will maximize learning for ALL.

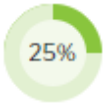
Performance Objective 1: By June 2021, the percent of students in Pre-Kindergarten who successfully meet the standard on the district benchmark for CIRCLE in their target language will maintain at least 90% in Phonemic Awareness and Book and Print Awareness

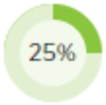
Targeted or ESF High Priority

Evaluation Data Sources: CLI CIRCLE Assessment
DRA/EDL benchmark assessments

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To address the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards, Sheldon ECA will increase the amount of materials and supplies in both English and Spanish for Balanced Literacy, Guided Reading, phonological and lower level guided reading books, and intervention materials, including online platforms. September - March 2021 **Strategy's Expected Result/Impact:** Formative: Walk-throughs, staff survey, student assessments Summative: Data from student reading levels DRA and guided reading groups will be tracked with Aware and data binders. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** academic materials and supplies - 211-Title I - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase the number of culturally diverse materials in our main library and classroom libraries and provide aligned, culturally diverse learning experiences for all students in order to provide opportunities for all children, including economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners, to meet the challenging State academic standards. September - December 2020 **Strategy's Expected Result/Impact:** A balanced number of culturally diverse titles in both the main library and in classroom libraries. **Staff Responsible for Monitoring:** Administration, staff **Funding Sources:** Books for the main library and classroom libraries in Spanish - 211-Title I - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Purchase touch screen monitors for Kindergarten classrooms to promote the use of technology as an intervention tool in the classrooms. September-December 2020 **Strategy's Expected Result/Impact:** Formative: Walk-throughs, staff survey, student assessments Summative: Student reading levels; track CBA data with Aware and data binders. **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** Touch Screen interactive monitors (4) - 199-State Comp. Ed. - $12,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Sheldon Early Childhood Academy will maximize learning for ALL.

Performance Objective 2: By June 2021, the percent of students in Kindergarten who successfully meet the standard on the district reading benchmark in their target language will increase from 37% to 76% in English and from 58% to 76% in Spanish.

Targeted or ESF High Priority

Evaluation Data Sources: CLI Texas KEA
DRA/EDL Assessment MOY and EOY

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sheldon ECA will provide continued professional development in Guided Reading for classroom teachers, especially focused on virtual learning implementation, to support literacy centers and intervention groups in order to provide opportunities for all children, including economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners, to meet the challenging State academic standards. September 2020 - March 2021 **Strategy's Expected Result/Impact:** Formative: Walk-throughs, staff survey, student assessments Summative: Student assessment data from Tx KEA and CBAs tracked with Aware and data binders. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** academic supplies and materials - 211-Title I - $3,500	50%	80%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Sheldon Early Childhood Academy will maximize learning for ALL.

Performance Objective 3: By June 2021, the percentage of students in Special Education who are meeting expectations on their IEP goals will increase from 85% to 90%.

Evaluation Data Sources: ReThink data
CLI CIRCLE data
CLI Texas KEA data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To support the needs of all students to meet the challenging State academic standards, Sheldon ECA will provide materials and supplies in both English and Spanish to meet the needs of our Special Education PPCD students across the grade levels. September - December 2020 **Strategy's Expected Result/Impact:** Formative: Walk-throughs, staff survey, student assessments Summative: Student achievement on IEP goals through Goalbook, and data binders. **Staff Responsible for Monitoring:** Administration, Instructional Coach and Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** academic supplies and materials - 211-Title I - $1,000	25%	100%	100%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Sheldon Early Childhood Academy will maximize learning for ALL.

Performance Objective 4: By June 2021, our Average Daily Attendance average will increase from 93.23% to 95%, based on our final ADA report.

Evaluation Data Sources: ADA reports
School-wide and classroom incentive programs

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide student and family attendance incentives such as incentive wheel and preferred parking spots, and increase parent communication about absences and the importance of coming to school. September 2020- May 2021 **Strategy's Expected Result/Impact:** Daily attendance rate for students increases and the number of chronic absences decreases. **Staff Responsible for Monitoring:** Campus Administrators, Counselor **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Spirit Stick and attendance incentive materials - 211-Title I - $2,000	50%	50%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

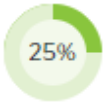
Goal 1: Sheldon Early Childhood Academy will maximize learning for ALL.

Performance Objective 5: By June 2021, we will increase the amount of time students will be exposed to the STEAM integration model from 50 minutes to 100 minutes per week as integrated in teacher lesson plans and the master rotation schedule.

Evaluation Data Sources: Master Schedule of Rotation classes
Teacher lesson plans

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide STEAM kits, materials and supplies for for the integration of STEAM in every classroom. September - December 2020 **Strategy's Expected Result/Impact:** Purchase of STEAM kits, materials and supplies for lab experiments and opportunities. **Staff Responsible for Monitoring:** Administration and staff **Funding Sources:** STEAM materials and supplies - 211-Title I - $4,063.25				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop interactive hallway walls so that students can practice various skills in an interactive and collaborative environment. September 2020- May 2021 **Strategy's Expected Result/Impact:** Interactive walls are up and students are utilizing the activities. **Staff Responsible for Monitoring:** Administration and staff **Funding Sources:** materials and supplies - 211-Title I - $1,500	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Sheldon Early Childhood Academy will maximize learning for ALL.

Performance Objective 6: By June 2021, we will provide campus visits to help Kindergarten students transition to their elementary campuses for next year, as evidenced by student participation in transition visits.

Evaluation Data Sources: Transition visit schedule
Student Attendance

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sheldon ECA will provide a transition visit for each Kindergarten student to visit their elementary campus for next year in May 2021 if the then-current situation permits. **Strategy's Expected Result/Impact:** Student transition visits to the elementary campuses in May 2021. **Staff Responsible for Monitoring:** Counselor, Campus Administration	N/A	N/A	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Sheldon Early Childhood Academy will attract, develop and retain highly-effective staff.

Performance Objective 1: By June 2021, 100% of our Pre-K and Kindergarten teachers will demonstrate knowledge in the delivery of Guided Reading practices.

By June 2021, 100% of our classroom teachers and instructional paraprofessionals will receive training in the Universal Design for Learning strategies.
By June 2021, 100% of our classroom teachers and instructional paraprofessionals will receive training in Behavior Management.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher professional development sign in sheets
Observation checklist

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To address the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards, Sheldon ECA will provide training and in-class support for teachers in Guided Reading. September 2020- April 2021 **Strategy's Expected Result/Impact:** Teacher observations throughout the year, attendance at professional development and performance on walk through check sheets. **Staff Responsible for Monitoring:** Administration and site-based decision making team. **Funding Sources:** - 211-Title I - $5,000	75%	75%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Sheldon ECA will provide training and in-class support for teachers in Universal Design for Learning September 2020- April 2021 **Strategy's Expected Result/Impact:** Teacher observations throughout the year, attendance at professional development and performance on walk through check sheets. **Staff Responsible for Monitoring:** Administration and site-based decision making team. **Funding Sources:** - 199-General funds - $0	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Sheldon ECA will provide training and in-class support for teachers in Behavior Management. October 2020 **Strategy's Expected Result/Impact:** Teacher observations throughout the year, attendance at professional development and performance on walk through check sheets. **Staff Responsible for Monitoring:** Administration and site-based decision making team. **Funding Sources:** - 199-General funds - $0	50%	50%	50%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Sheldon Early Childhood Academy will attract, develop and retain highly-effective staff.

Performance Objective 2: During the 2020-2021 school year, we will maintain the number of teachers attending the Rice University Classroom Storytelling program at 4 to impact oral literacy and fourth grade writing scores.

Targeted or ESF High Priority

Evaluation Data Sources: Rice Storytelling Project teacher participation
Dictation of student stories

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: During the 2020-2021 school year, we will maintain the number of teachers attending the Rice University Classroom Storytelling program at 4, based on teacher interest, to impact oral literacy and future fourth grade writing scores. September 2020- May 2021 **Strategy's Expected Result/Impact:** Increased knowledge of oral literacy and storytelling elements at the Pre-K and Kindergarten level. **Staff Responsible for Monitoring:** Administration, Instructional Coach, participating staff members **Funding Sources:** Registration costs for Classroom storytelling project - 211-Title I - $9,135				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Sheldon Early Childhood Academy will attract, develop and retain highly-effective staff.

Performance Objective 3: During the 2020-2021 school year, we will build capacity in our teacher leaders and school wide systems.

Evaluation Data Sources: Administration participation in relevant professional learning opportunities during the school year.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: During the 2020-2021 school year, we will build capacity in our teacher leaders and school wide systems through executive leadership coaching and professional learning for our administrative team. September 2020- June 2021 **Strategy's Expected Result/Impact:** Increased capacity of administrative team to build teacher leaders and new systemic processes. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** Executive Coaching consultants - 211-Title I - $2,900	50%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Sheldon Early Childhood Academy will promote parent and community engagement.

Performance Objective 1: By June 2021, we will increase the number of parent workshops from 3 to 5 that engage them in current strategies to support the academics at home.

Targeted or ESF High Priority

Evaluation Data Sources: School even sign-in sheets
School newsletters
Parent feedback sheet
Surveys

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide parents with workshops and events designed to engage and educate them with current strategies to support learning at home, promoting parent participation in the delivery of such workshops and events. October 2020- May 2021 **Strategy's Expected Result/Impact:** Copies of campus information sent to community, parent surveys, community attendance at campus events. **Staff Responsible for Monitoring:** Administration, staff **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** Supplies and materials - 211-Title I - Parent Engagement - $500	50%	80%	80%	→

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

Goal 3: Sheldon Early Childhood Academy will promote parent and community engagement.

Performance Objective 2: By June 2021, we will increase parent engagement in campus site-based decision making from 2 to 5 parents participating in our SDMC during the 2020-2021 school year as evidenced by attendance and sign in sheets.

Evaluation Data Sources: SDMC and Parent Advisory Committee sign-in sheets

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide opportunities for parent engagement, such as Family Literacy Series, parent volunteer program, Watch DOGS, Jagger and Me, Muffins with Mom, Parent Cafe lunch area, parent advisory council, campus representative council and parent workshops, including hospitality items for events. October 2020- May 2021 **Strategy's Expected Result/Impact:** Parent involvement on committees, parent surveys, family involvement in reading activities, community attendance at campus events. **Staff Responsible for Monitoring:** Administration, staff **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** Supplies, materials and hospitality - 211-Title I - Parent Engagement - $1,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Sheldon Early Childhood Academy will promote parent and community engagement.

Performance Objective 3: By June 2021, we will enhance our parent volunteer program by increasing the number of parent participants from 50 to 80 and reaching at least 80% of the participation in the classrooms.

Evaluation Data Sources: Volunteer sign-in sheets
School newsletters
Parent feedback sheet
Surveys

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide parents with opportunities to volunteer at SECA, especially in the classrooms, promoting parent participation in classroom activities, as permitted by the current COVID-19 situation. September 2020- May 2021 **Strategy's Expected Result/Impact:** Copies of campus information sent to community, parent surveys, community attendance at campus events. **Staff Responsible for Monitoring:** Administration, staff **Funding Sources:** Supplies and materials - 211-Title I - Parent Engagement - $500	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Sheldon Early Childhood Academy will ensure a safe and positive environment.

Performance Objective 1: By June 2021 we will keep the number of office referrals for the 2020-2021 under 35 based on our end of year discipline reports.

Evaluation Data Sources: PEIMS Discipline Reports
Front Office referrals and behavior room log sheets

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide the support and training for classroom teachers for the implementation of our campus-wide PBIS system, including strategies to address Social, Emotional Learning in the classroom as well as our discipline management system. September 2020- May 2021 **Strategy's Expected Result/Impact:** Observation of student success in meeting campus expectations, walk thru to look for CHAMPs implementation and teachers utilizing strategies throughout the campus by June 2020. **Staff Responsible for Monitoring:** Administration, Counselor, Interventionist, staff **Funding Sources:** PBIS training, supplies and materials - 211-Title I - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase Spirit Sticks from Spirit Monkey for school-wide student incentives for a variety of events and achievements. September - December 2020 **Strategy's Expected Result/Impact:** Students earning incentives and wearing spirit sticks on backpacks **Staff Responsible for Monitoring:** Administration, Counselor, staff **Funding Sources:** Spirit Sticks supplies - 211-Title I - $1,300	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: To promote a well-rounded education for our students, teachers will receive training in best practices in common areas, including the playground, that will stress the importance of positive and safe behaviors. September - December 2020 **Strategy's Expected Result/Impact:** Increased student safety through the implementation of strategies and expectations that help promote positive, safe student behavior. **Staff Responsible for Monitoring:** Administrators, PE Coach **Funding Sources:** - 211-Title I - $180				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Sheldon Early Childhood Academy will develop and monitor a system so that 60% of our Budget is spent by December 2020.

Performance Objective 1: Monitor the spending of our budget so that 60% of the overall budget is spent by the end of December 2020.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor the spending of our budget so that 60% of the overall budget is spent by the end of December 2020. September - December 2020 **Strategy's Expected Result/Impact:** Budget spending is impacting instruction earlier in the school year. **Staff Responsible for Monitoring:** Campus administrators	90%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Sheldon Early Childhood Academy

Account Code	Account Title	Budget
6100 Payroll Costs		
6117 - After School Program	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$2,000.00
6126 - After School Program	6126 Part Time Support Personnel - Locally Defined	$2,000.00
	6100 Subtotal:	**$4,000.00**
6300 Supplies and Services		
1994-11-110-30-000	6399 General Supplies	$17,210.00
	6300 Subtotal:	**$17,210.00**

Title I Personnel

Name	Position	Program	FTE
Francis Cruz	Pre-K Intervention Paraprofessional	Title I	1
Melanie Holmes	Interventionist/Coach	Title I	1.0

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$0.00
2	1	3			$0.00
				Sub-Total	$0.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Touch Screen interactive monitors (4)		$12,000.00
				Sub-Total	$12,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	academic materials and supplies		$5,000.00
1	1	2	Books for the main library and classroom libraries in Spanish		$3,000.00
1	2	1	academic supplies and materials		$3,500.00
1	3	1	academic supplies and materials		$1,000.00
1	4	1	Spirit Stick and attendance incentive materials		$2,000.00
1	5	1	STEAM materials and supplies		$4,063.25
1	5	2	materials and supplies		$1,500.00
2	1	1			$5,000.00
2	2	1	Registration costs for Classroom storytelling project		$9,135.00
2	3	1	Executive Coaching consultants		$2,900.00
3	1	1	Supplies and materials	Parent Engagement	$500.00
3	2	1	Supplies, materials and hospitality	Parent Engagement	$1,500.00
3	3	1	Supplies and materials	Parent Engagement	$500.00
4	1	1	PBIS training, supplies and materials		$1,000.00
4	1	2	Spirit Sticks supplies		$1,300.00
4	1	3			$180.00
				Sub-Total	$42,078.25