Sheldon Independent School District

Sheldon Elementary

2020-2021 Campus Improvement Plan



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

Mission Statement

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

Vision

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

Value Statement

Our vision includes the belief that:

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

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

School Profile

Sheldon Elementary is one of six campuses in Sheldon Independent School District. Sheldon Elementary was built in 1957 and rebuilt in 2004. Sheldon Elementary servers predominantly low socio-economic families from around the area. Sheldon Elementary will serve approximately 565 students in grades 1 st

through 5th for the 2019-2020 school year. Sheldon Elementary servers bilingual students in a Dual Language and the Bilingual program in grades 1st - 5th. Sheldon Elementary became a National STEM campus in 2019.

Introduction

The Sheldon Elementary needs assessment process is described below:

The Sheldon Elementary Comprehensive Needs Assessment (CNA) process was reviewed. The campus site-based team convened on June 18, 2020, to facilitate the development of the campus comprehensive needs assessment and the campus improvement plan. The goal of the meeting was for the committee to combine their efforts to maintain best-practice that identify needs for improvement for Sheldon Elementary in the 2019-2020 school year. The campus will utilize the 2019 - 2020 data to support the 2020-2021 school year. Throughout the needs assessment SBDMC committee meeting, the following topics were addressed:

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

The site-based team consisted of the following:

Name	Position
Rachelle Ysquierdo	Principal
Al Barrientos	Classroom Teacher
Lisa Sprehe	Classroom Teacher
Carol Matthews	Classroom Teacher
Rosinda Cuevas	Classroom Teacher
Cristina Cisneros	Classroom Teacher
Jennifer Winans	Librarian
Kathleen Williams	Classroom Teacher
Jana Rolling	Assistant Principal
Kristen Haynes	Business Partner/Parent
Denise Castellanos	Secretary

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

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 strong home to school partnerships, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language.

The Campus Needs Assessment was developed, reviewed, and revised on the following dates for the 2020 - 2021 school year.

June 18, 2020

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Comprehensive Needs Assessment

Revised/Approved: June 18, 2020

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment

Revised/Approved: June 18, 2020

Needs Assessment Overview

The Site-Based Decision Making Committee reviewed various data to evaluate the overall goals of the campus, to complete the campus program evaluation, and to outline components of a needs assessment. These steps were facilitated during planning meetings beginning in May 2020 and ending on September 2020.

Campus Targets: The 2019 STAAR data were used to determine the needs of the campus. The campus's accountability rating is "Met Standard" according to the Texas Education Agency Accountability Summary Report.

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

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

In an effort to produce continuous improvement across all grade levels and student demographic populations, the following priorities will be the primary focus areas that will drive our work for the 2020-2021 school year.

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

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

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

4a. Support EL and special education students.

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

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

1. Student achievement in Writing in all grade levels continues to be low when compared to the state average. Sheldon Elementary will continue to build a strong writing foundation in grades 1-5. We will impact this need through targeted professional development for all teachers in order to build teacher capacity in teaching the elements of effective writing and writing across the content areas at appropriate developmental levels.
2. Student reading achievement continues to show significant numbers of students in 2nd and 3rd grades are not on grade level. We will impact this need by building a balanced literacy library, providing grade-level specific classroom libraries, hands-on materials for small group instruction, and professional development on best practice in developing

student literacy. In addition, providing students with a school-wide program that gets the school and parents involved in reading will be needed. Education Galaxy will be used to assist with interventions.

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

Demographics

Demographics Summary

Demographic Data

Sheldon Elementary serves students in grades 1 - 5 grade.

A. Student Enrollment

Year	Enrollment
2014	695
2015	719
2016	770
2017	720
2018	724

B. Student Demographics by Ethnicity 2018 - 2019

Ethnicity	Campus	District
Hispanic-Latino	80%	
Alaskan Native	00.0%	
Asian	0.55%	
African American	7.18%	
Pacific Islander	00.0%	
White	10.67%	
Two or More	1.66%	

C. Student Longitudinal Demographics by Ethnicity

Ethnicity	2013 - 2014	2014 - 2015	2015 - 2016	2016-2017	2017-2018	2018-2019
Hispanic	73.5%	76.1%	76.6%	76.8%	79%	80%
American Indian	0.0%	0.1%	0.0%	0.0%	00.0%	00.0%
Asian	1.4%	1.3%	.9%	0.3%	0.41%	0.55%
African American	7.1%	6.5%	7.9%	8.6%	7.59%	7.18%

Ethnicity	2013 - 2014	2014 - 2015	2015 - 2016	2016-2017	2017-2018	2018-2019
Native Hawaiian	0.0%	0.0%	0.0%	0.0%	00.0%	00.%
White	16.0%	14.0%	13.5%	12.4%	10.9%	10.67%
Two or More Races	2.0%	1.9%	1.0%	1.9%	1.66%	1.66%

D. Student Demographics by Gender 2018-2019

Gender	Campus
Female	52.49%
Male	47.51%

E. Student Demographics by Special Populations 2018 - 2019

Special Population	Campus	District	State
Special Education	6.77%		
Bilingual/ESL	41.99%		
Gifted & Talented	4.70%		
Economically Disadvantaged	21.13%		

F. Staff Demographics by Ethnicity 2017 - 2018

Ethnicity	Campus	District	State
African American	21.2%	34.8%	10.4%
Hispanic	36%	27.6%	27.2%
White	40.7%	34.5%	58.9%
American Indian	0.00%	0.2%	0.3%
Asian	2.1%	1.4%	1.6%
Pacific Islander	0.0%	0.9%	0.4%
Two or More Races	0.0%	0.7%	1.1%

G. Staff Demographics by Gender 2017 - 2018

Gender	Campus	District	State
Male	11%	24.2%	23.7%
Female	89%	75.8%	76.3%

H. Staff Demographics by Years of Experience 2017 - 2018

Years of Experience	Campus	District	State
First Year	23.3%	13.6%	8.2%
1- 5	31.8%	37.1%	29.1%
6 - 10	14.8%	21.8%	19.1%
11 - 20	25.8%	22.6%	28.2%
>20	4.2%	5.0%	15.3%

Demographics Strengths

Demographic Data

A. Student Enrollment

Strengths:

- Families have stabilized in the area with home buying

B. Student Demographics by Ethnicity 2018-2019

Strengths:

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

C. Student Longitudinal Demographics by Ethnicity

Strengths:

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

D. Student Demographics by Gender 2018-2019

Strengths:

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

E. Student Demographics by Special Populations 2018-2019

Strengths:

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

F. Staff Demographics by Ethnicity 2018 - 2019

Strengths:

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

G. Staff Demographics by Gender

Strengths:

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

H. Staff Demographics by Years of Experience 2018 - 2019

Strengths:

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Sheldon elementary needs to provide diversity training for staff. There needs to be an increase in materials in Spanish to support the Dual Language program. Our campus needs to provide language support for parents for our Spanish speaking parents. **Root Cause:** The student demographics by ethnicity for the school year 2018-2019, Hispanic and white were two main ethnicity for the campus. The campus African American population is lower than the district percentage. The Hispanic and White population is higher than the district percentage.

Problem Statement 2 (Prioritized): Sheldon Elementary needs staff training on how support a diverse group of students. Once the professional development has been conducted, the campus need to implement strategies that maintain the professional development. **Root Cause:** The longitudinal demographics by ethnicity for Sheldon Elementary showed the Hispanic population steadily increased between 2018 - 2019. The Hispanic, White, and African American population have been the main ethnicity. The demographics show there are few American Indian, Asian, Native Hawaiian, and two or more races.

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

Student Learning

Student Learning Summary

Student Achievement Summary

STAAR Results: Sheldon Elementary June 2019

Grade Level/Subject: 3rd Grade Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	35%	65%	36%	22%
Male	33%	67%	36%	21%
Female	36%	64%	36%	23%
Hispanic	31%	69%	37%	23%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	60%	40%	20%	10%
Native Hawaiian	---	---	---	---
White	38%	62%	38%	15%
Two or More Races	---	---	---	---
Economically Advantaged	34%	66%	36%	21%
LEP	30%	70%	34%	19%
Bilingual	28%	72%	35%	19%
ESL	---	---	---	---
Special Education	85%	15%	0%	0%
Gifted & Talented	10%	90%	80%	80%

Grade Level/Subject: 3rd Grade Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	23%	77%	43%	24%
Male	18%	82%	48%	30%
Female	27%	73%	39%	18%
Hispanic	20%	80%	43%	22%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	30%	70%	30%	20%
Native Hawaiian	---	---	---	---
White	38%	62%	46%	38%
Two or More Races	---	---	---	---
Economically Advantaged	21%	79%	44%	24%
LEP	27%	73%	38%	16%
Bilingual	25%	75%	37%	16%
ESL	---	---	---	---
Special Education	69%	31%	8%	0%
Gifted & Talented	0%	100%	90%	70%

Grade Level/Subject: ____4th Grade Reading_

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	26%	74%	37%	19%
Male	23%	77%	39%	19%
Female	29%	71%	35%	19%
Hispanic	23%	77%	42%	20%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	43%	57%	14%	7%
Native Hawaiian	---	---	---	---
White	35%	65%	25%	15%
Two or More Races	---	---	---	---

Students	% Did Not Meet	% Approaching	% Met	% Masters
Economically Advantaged	26%	74%	37%	20%
LEP	30%	70%	24%	11%
Bilingual	29%	71%	22%	8%
ESL	---	---	---	---
Special Education	82%	18%	9%	9%
Gifted & Talented	0%	100%	100%	89%

Grade Level/Subject: 4th Grade Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	27%	73%	48%	25%
Male	26%	74%	54%	31%
Female	29%	71%	43%	19%
Hispanic	25%	75%	50%	25%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	36%	64%	29%	7%
Native Hawaiian	---	---	---	---
White	35%	65%	45%	25%
Two or More Races	---	---	---	---
Economically Advantaged	30%	70%	46%	24%
LEP	41%	59%	33%	13%
Bilingual	45%	55%	33%	10%
ESL	---	---	---	---
Special Education	91%	9%	9%	9%
Gifted & Talented	0%	100%	100%	89%

Grade Level/Subject: 4th Grade Writing

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	38%	62%	21%	5%

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	36%	64%	22%	5%
Female	39%	61%	20%	5%
Hispanic	33%	67%	25%	5%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	64%	36%	0%	0%
Native Hawaiian	---	---	---	---
White	50%	50%	10%	5%
Two or More Races	---	---	---	---
Economically Advantaged	37%	63%	22%	5%
LEP	37%	63%	17%	4%
Bilingual	37%	63%	14%	2%
ESL	---	---	---	---
Special Education	91%	9%	9%	0%
Gifted & Talented	0%	100%	89%	56%

Grade Level/Subject: 5th Grade Reading (2nd Administration)

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	30%	80%		
Male	27%	73%		
Female	14%	86%		
Hispanic	31%	79%		
American Indian	---	---	---	---
Asian	---	---	---	---
African American	12%	87%		
Native Hawaiian	---	---	---	---
White	29%	71%		
Two or More Races	---	---		

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

Grade Level/Subject: __5th Grade Math _(2nd Administration)_

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	9%	91%		
Male	12%	88%		
Female	5%	95%		
Hispanic	9%	91%		
American Indian	---	---	---	---
Asian	---	---	---	---
African American	7%	93%		
Native Hawaiian	---	---	---	---
White	14%	86%		
Two or More Races	---	---		
Economically Advantaged	10%	90%		
LEP	9%	91%		
Bilingual	10%	90%		
ESL	---	---		
Special Education	29%	71%		
Gifted & Talented	0%	100%		

Grade Level/Subject: __5th Grade Science_

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	27%	73%	43%	15%
Male	27%	73%	48%	21%
Female	27%	73%	38%	8%
Hispanic	29%	71%	46%	17%
American Indian	---	---	---	---
Asian	---	---	---	---
African American	20%	80%	20%	0%
Native Hawaiian	---	---	---	---
White	21%	79%	36%	7%
Two or More Races	---	---	---	---
Economically Advantaged	30%	70%	43%	13%
LEP	38%	63%	40%	13%
Bilingual	41%	59%	38%	11%
ESL	---	---	---	---
Special Education	75%	25%	0%	0%
Gifted & Talented	13%	88%	88%	63%

Student Learning Strengths

Student Achievement Strengths

STAAR Results: Sheldon Elementary June 2019

Grade Level/Subject: __3rd Grade Reading_____

Strengths:

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

Grade Level/Subject: ____4th Grade Reading_____

Strengths:

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

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

Strengths:

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

Grade Level/Subject: ___3rd Grade Math_____

Strengths:

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

Grade Level/Subject: _____4th Grade Math_____

Strengths:

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

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

Strengths:

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

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

Grade Level/Subject: ____4th Grade Writing _____

Strengths:

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

Grade Level/Subject: ___5th Grade Science _____

Strengths:

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

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

Strengths:

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

Grade Level/Subject: ____4th Grade Writing _____

Strengths:

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

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

Grade Level/Subject: ____5th Grade Science_____

Strengths:

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

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

1. Student achievement in Writing in all grade levels continues to be low when compared to the state average. Sheldon Elementary will continue to build a strong writing foundation in grades 1-5. We will impact this need through targeted professional development for all teachers in order to build teacher capacity in teaching the elements of effective writing and writing across the content areas at appropriate developmental levels.
2. Student reading achievement continues to show significant numbers of students in 2nd and 3rd grade are not on grade level. We will impact this need by building a balanced literacy library, providing grade-level specific classroom libraries, hands-on materials for small group instruction, and professional development on best practice in developing student literacy. In addition, providing students with a school-wide program that gets the school and parents involved in reading will be needed. Education Galaxy will assist in the intervention process.
3. Student achievement in math and science are effectively impacted by hands-on manipulatives and small group instruction. We will continue to provide these materials to support struggling students in closing the achievement gaps included but not limited to those identified among sub populations. Education Galaxy and STEM Scopes have assisted in the intervention process and will be needed to continue to see an increase in math and science.
4. To continue to build college and career readiness among the students, students will continue to utilize AVID strategies that include organizational tools and strategies for the classroom. Professional development on best practice on AVID strategies for teachers will be provided to build capacity among the staff.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In Reading, the campus average is below the state average. The Special Education gap between all student performance is lower than the campus average. **Root Cause:** Special Education students have lost foundation instruction with the level of rigor being low which caused gaps in instruction. Additional intervention groups that focus on reteaching skills will assist in closing the gap and training on collaborative teaching will help teachers build capacity among Special Ed students.

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

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

Sheldon Elementary utilizes IStation and Education Galaxy for Reading intervention and for Math intervention, Education Galaxy, and IStation Math for grades 1st - 5th grade to help with interventions and small group support. Dual Language is implemented in 1st grade and 3rd grade in both 1-way and 2-way instruction. STEM Scopes is used in all grade levels to support the Science TEKS. In addition, 3rd - 5th grade uses Motivational Math and Forde Ferrier as a resource to support teacher instruction. STEMScope is used in all grade levels to support the Science TEKS.

School Processes & Programs Strengths

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

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

School Processes and Programs Needs:

Based on effective systems and programs on existing elementary campuses, we have identified the following areas as critical needs for the 2019-2020 school year:

- In order to build a strong communication structure and home-school connections, we will adopt a campus-wide system that allows for multiple layers of communication among teachers, students, parents, and the campus.
- The campus will conduct multiple family learning events that will focus on a variety of content and best practice topics to provide opportunities for parents to learn how to support their students' academic achievement. In these events, the campus will provide materials and resources that support parent academic support at home, how to access grades and resources, and incentives to promote parent/student attendance and participation.
- Campus events will take place on a variety of days such as Tuesday, Thursday, and/or Fridays. The events will take place during the day as well as in the evening to accommodate our parents. Sheldon Elementary will also participate in events that take place Virtually, at Sheldon Early Childhood and the District level so that students are exposed to other events that provide parental involvement.

Problem Statements Identifying School Processes & Programs Needs

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

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

Perceptions

Perceptions Summary

An analysis of campus data based on a parent survey conducted in spring of 2020, concluded that parents are satisfied with the elementary campuses as 75% of the parents scored the campuses at an A and B. As a result of this data, Sheldon Elementary will begin to establish an environment where all students feel safe and valued. We will also strive to provide a learning environment that maximizes learning opportunities for all students regardless of their background and socio-economic status. We will provide opportunities for parents to attend sessions that offer strategies to support learning at home. Parents will have a voice in the decision-making process of the campus plan by participating in the campus site-based team. We will also encourage parents to assist in providing staff training on working effectively with parents to develop positive relationships between home and school.

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

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

Our vision includes the belief that:

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

The Campus CNA was reviewed, and revised on the following dates: June 2020

Perceptions Strengths

An analysis of campus data found the following strengths and areas of need based on the Sheldon ISD Parent Engagement Survey conducted during the 2018-2019 school year:

Based on the survey given to teachers and staff at the end of the 2019-2020 school year, the staff feels that the atmosphere at Sheldon Elementary is good. They believe data is used to inform curriculum and instruction and that they have a voice in the decision-making of the campus.

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

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

Sheldon Elementary will have multiple opportunities for parents to engage in campus workshops during academic nights, such as Literacy Night, Math and Science Night, etc.

Parents and community members can participate in the Campus Improvement Team (SBDMC) committee to provide feedback about school issues or concerns regarding the campus. Annual surveys are conducted to measure parent/community perception of the overall campus.

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: School Processes & Programs

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

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

Problem Statement 2 Areas: Perceptions

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

Root Cause 3: The student demographics by ethnicity for the school year 2018-2019, Hispanic and white were two main ethnicity for the campus. The campus African American population is lower than the district percentage. The Hispanic and White population is higher than the district percentage.

Problem Statement 3 Areas: Demographics

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

Root Cause 4: The longitudinal demographics by ethnicity for Sheldon Elementary showed the Hispanic population steadily increased between 2018 - 2019. The Hispanic, White, and African American population have been the main ethnicity. The demographics show there are few American Indian, Asian, Native Hawaiian, and two or more races.

Problem Statement 4 Areas: Demographics

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

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

Problem Statement 5 Areas: Demographics

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

Root Cause 6: Special Education students have lost foundation instruction with the level of rigor being low which caused gaps in instruction. Additional intervention groups that focus on reteaching skills will assist in closing the gap and training on collaborative teaching will help teachers build capacity among Special Ed students.

Problem Statement 6 Areas: Student Learning

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

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

Problem Statement 7 Areas: Student Learning

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

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

Problem Statement 8 Areas: Student Learning

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

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

Problem Statement 9 Areas: Student Learning

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

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

Problem Statement 10 Areas: School Processes & Programs

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

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

Problem Statement 11 Areas: Perceptions

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

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

Problem Statement 12 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: August 27, 2020

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

Performance Goal: All students will perform at or above state average in Reading, Math, Science, and Writing on STAAR.

Performance Objective 1: By June 2021, student performance in 1st grade will meet the standard of 70% on the End of Year IStation for all students to establish a baseline.

A. By June 2021, The student achievement scores for all students taking the STAAR Reading (3-5) will increase from 73% to 77%.

By June 2021, student performance on STAAR 3rd - 5th-grade STAAR Reading scores will increase from 73% to 78% at the Approaches.
By June 2021, student performance on STAAR 3rd - 5th-grade STAAR Reading scores will increase from 38% to 43% in the Meets Grade Level.
By June 2021, student performance on STAAR 3rd - 5th-grade STAAR Reading will increase from 20% to 25% in the Masters.

By June 2021, student performance for the white population will increase from 35% to 53% on meets grade level or above.

B. Student Growth Measure: By June 2021, the overall growth measure will increase from 69% to 74%.

C. Closing the Gap Measure: By June 2021, the closing the gap measure will increase from 61% to 68%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student data binders, and setting goals with students after each local assessment to monitor student academic growth by grade level and sub pops. (October 2020, January 2021, March 2021) **Strategy's Expected Result/Impact:** District Assessments IStation Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Running Records Lesson Plans Observations Coaching Cycles DRA/EDL **Staff Responsible for Monitoring:** Teachers monitor student data Reading Instructional Coaches Administrators Reading Interventionist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** Reading A-Z - 199-General funds - $100, Spanish Resources - 211-Title I - $7,000, STAAR Prep Resources - 199-General funds - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Facilitate the implementation and fidelity of the utilization of best reading practice through power planning sessions, data analysis, PLCs, modeling of Balanced Literacy and Guided Reading in 1st and 2nd grade, coaching rounds for all teachers, and AVID WICOR instructional strategies in 1st - 5th grade to support all students in meeting the challenging State academic standards. . (September 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments Istation Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Running Records Lesson Plans Observations Coaching Cycles DRA/EDL **Staff Responsible for Monitoring:** District ELAR Coordinator Administrators Reading Instructional Coach **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Tiger Time (Intervention Period) to provide interventions and accelerated instruction for at risk students on reading skills, accelerated learning, and after school tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, and White population, etc) and individual students. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments IStation Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Running Records Lesson Plans Observations Coaching Cycles DRA/EDL **Staff Responsible for Monitoring:** Administrators Reading Instructional Coach Reading Interventionists Teachers will provide tutorials and intervention **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- Comprehensive Support Strategy**	35%	60%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide teachers with bi-weekly RtI meetings to discuss student performance and track student progress and determine instructional needs. (September 2020, January 2021, May 2021) **Strategy's Expected Result/Impact:** RtI paperwork Progress Measure Form Teacher data tracking binder **Staff Responsible for Monitoring:** Reading Interventionist Administrators Teachers monitor student data	35%	60%	80%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Hold camp prior to STAAR to enrich and remediate students on Reading skills (March 2021 - May 2021) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers create CAMP schedule ELA Instructional Coach	N/A	N/A	80%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide iStation for students in 1st - 5th grade to give targeted, individualized support for each student, including those identified as at-risk and those who need higher level enrichment in Reading. (September 2020 , October, 2020, January 2021, March 2021, May 2021) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders **Staff Responsible for Monitoring:** Teachers Instructional Coaches **TEA Priorities:** Build a foundation of reading and math	35%	60%	90%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Goal: All students will perform at or above state average in Reading, Math, Science, and Writing on STAAR.

Performance Objective 2: By May 2021, student performance at the end of the year 1st grade Math assessments, the students will increase from 79% to 84%.

By May 2021, student performance at the end of the year 2nd grade Math assessment, the students will increase from 39% to 55%.

A. By June 2021, The student achievement scores for all students taking the STAAR Math (3-5) will increase from 80% to 85%.

By June 2021, student performance on STAAR 3rd - 5th-grade STAAR Math scores will increase from 80% to 85% at the Approaches.
By June 2021, student performance on STAAR 3rd - 5th-grade STAAR Math scores will increase from 47% to 52% in the Meets Grade Level.
By June 2021, student performance on STAAR 3rd - 5th-grade STAAR Math will increase from 25% to 30% in the Masters.

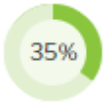
By June 2021, student performance for the white population will increase from 46% to 56% on meets grade level or above.

B. Student Growth Measure: By June 2021, the overall growth measure will increase from 75% to 78%.

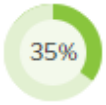
C. Closing the Gap Measure: By June 2021, the closing the gap measure will increase from 62% to 75%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Facilitate the implementation and fidelity of the utilization of Math District Curriculum through power planning sessions at the campus and district levels, data analysis, PLCs, modeling of Guided Math, coaching rounds, AVID (1st - 5th grade) strategies, WICOR instructional strategies, math word walls, and inquiry based learning to support all students in meeting the challenging State academic standards. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments Reasoning Minds Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers will monitor student data Math Instructional Coach Administrators **Funding Sources:** STAAR Prep Resources - 199-General funds - $500, Reasoning Minds Resource - 211-Title I - $7,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide job embedded professional development through the utilization of district and campus instructional coach, campus interventionist, district math coordinator through power planning guidance, and modeling and providing teacher feedback on Guided Math. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments Reasoning Minds Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** District Math Coordinator Math Instructional Coaches Math Interventionist Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Tiger Time (Intervention Period) to provide interventions and accelerated instruction for at risk students on math skills, accelerated learning, and after school tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, and White population, etc) and individual students. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments Reasoning Minds Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Administrators Teachers will implement intervention Math Instructional Coaches Math Interventionists **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student data binders, and setting goals with students after each local assessment to monitor student academic growth by grade level and sub pops. (October 2020, January 2021, March 2021) **Strategy's Expected Result/Impact:** District Assessments Reasoning Minds Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers will monitor student data Math Instructional Coaches Math Interventionist Administrators				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize technology to increase student engagement, reinforce previously learned skills, and to promote research/project based learning . (September 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers will utilize the classroom technology Math Instructional Coaches Administrators				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Hold camp prior to STAAR to enrich and remediate students on Math skills (Jan. 2021 - May 2021) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers create CAMP schedule Math Instructional Coach	N/A	N/A		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide iStation for students in 1st - 5th grade to give targeted, individualized support for each student, including those identified as at-risk and those who need higher level enrichment in Math. (September 2020 , October, 2020, January 2021, March 2021, May 2021) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders **Staff Responsible for Monitoring:** Teachers Instructional Coaches **TEA Priorities:** Build a foundation of reading and math	35%	60%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

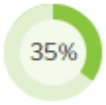
Goal 1: Sheldon Elementary will maximize student learning for all students.

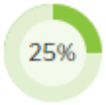
Performance Goal: All students will perform at or above state average in Reading, Math, Science, and Writing on STAAR.

Performance Objective 3: By June 2021, The student achievement scores for all students taking the STAAR 5th Science will increase from 73% to 78%.

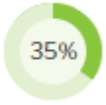
By June 2021, student performance on STAAR 5th grade STAAR Science scores will increase from 73% to 78% at the Approaches.
By June 2021, student performance on STAAR 5th grade STAAR Science scores will increase from 43% to 48% in the Meets Grade Level.
By June 2021, student performance on STAAR 5th grade STAAR Science will increase from 15% to 20% in the Masters.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All students in grades 1-5 will utilize the Science Lab to participate in hands-on activities (Sept. 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teacher will follow schedule provided Math Instructional Coach				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement Science Power Words during daily announcements, anchor charts, and word walls to increase science vocabulary. (Sept. 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Math Instructional Coach Administrator				

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide hands-on and inquiry based 5E lessons to actively engage students in science content in classrooms and in the science lab. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers lesson plans Math Instructional Coach				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide hands-on delivery of science, technology, engineering, and math concepts to build skills such as problem solving, critical thinking, collaboration and teamwork through the afterschool program. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** After school coordinator Teacher lessons Administrators Math Instructional Coaches				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Continuous monitoring of data by utilizing the progress monitoring form, quarterly data talks with students and staff, the implementation of student data binders, and setting goals with students after each assessment. (October 2020, January 2021, March 2021) **Strategy's Expected Result/Impact:** District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Administrators Teachers track student data Math Instructional Coaches Interventionists				

 No Progress  Accomplished  Continue/Modify  Discontinue

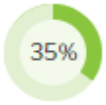
Goal 1: Sheldon Elementary will maximize student learning for all students.

Performance Goal: All students will perform at or above state average in Reading, Math, Science, and Writing on STAAR.

Performance Objective 4: By June 2021, The student achievement scores for all students taking the STAAR 4th Writing will increase from 62% to 67%.

By June 2021, student performance on STAAR 4th grade STAAR Writing scores will increase from 62% to 67% at the Approaches.
By June 2021, student performance on STAAR 4th grade STAAR Writing scores will increase from 21% to 27% in the Meets Grade Level.
By June 2021, student performance on STAAR 4th grade STAAR Writing will increase from 5% to 10% in the Masters.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student data binders, and setting goals with students after each local assessment to monitor student academic growth by grade level, sub pops, and special programs (White, EL, GT, Special Ed). (October 2020, January 2021, March 2021) **Strategy's Expected Result/Impact:** District Assessments Rubrics and Checklists Student Data Binders Teacher Data Binders Writing Samples Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers tracking student data Reading Instructional Coach Reading Interventionist Administrators **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize Tiger Time (Intervention Period) to provide interventions and accelerated instruction for all students on reading/writing TEKS through in-school tutorials that target sub groups (Economically disadvantaged, Hispanic, Special Education, ELs, and White population). (September 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments Rubrics and Checklists Student Data Binders Teacher Data Binders Writing Samples Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** Teachers provide interventions Reading Instructional Coaches Reading Interventionist Administrators **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize ELAR district coordinator for job embedded professional development, power planning guidance, modeling and teacher feedback of Writers Workshop and small group writing instruction. Professional development in the Writing Academy and Empowering Writers for 1st-5th grade teachers. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments Rubrics and Checklists Student Data Binders Teacher Data Binders Writing Samples Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** District ELA Coordinator Reading Instructional Coaches Administrators **Comprehensive Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Facilitate the implementation and fidelity of the utilization of best writing instruction through power planning sessions, data analysis, PLCs, modeling of Writers Workshop, small group instruction, coaching rounds, and AVID (1st - 5th grade) strategies, WICOR instructional strategies, Lead4Ward Strategies, utilization of anchor charts, word wall, and word banks. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** District Assessments Rubrics and Checklists Student Data Binders Teacher Data Binders Writing Samples Lesson Plans Observations Coaching Cycles **Staff Responsible for Monitoring:** District ELA Coordinator Reading Instructional Coaches Administrators				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continuous monitoring of data by utilizing the progress monitoring form, quarterly data talks with students and staff, displaying PLC and classroom data walls, the implementation of student data binders, and setting goals with students after each assessment. (October 2020, January 2021, March 2021) **Strategy's Expected Result/Impact:** SnapShots, 9 Weeks Assessments, MOCK Assessments, and STAAR Results **Staff Responsible for Monitoring:** Teachers monitor data Administrators Reading Instructional Coaches				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: All students will perform at or above state average in Reading, Math, Science, and Writing on STAAR.

Performance Objective 5: Sheldon Elementary will improve student preparation for college and career readiness through the implementation of AVID strategies with 100% of all students.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Allow fifth graders to visit middle school campus and transition to middle school. (May 2021) **Strategy's Expected Result/Impact:** Students and parents will be aware of the variety of learning opportunities available to them at the middle school and registered for classes. **Staff Responsible for Monitoring:** Counselor Teachers	N/A	N/A	30%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Allow kindergarten students to visit the Sheldon Elementary campus and tradition to elementary school. (May 2021) **Strategy's Expected Result/Impact:** Students and parents will be provided with all pertinent information. **Staff Responsible for Monitoring:** Counselor Teachers	N/A	N/A	20%	100%

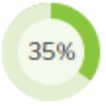
Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct College Week to provide activities/awareness events. (Jan. 2021) **Strategy's Expected Result/Impact:** Student survey **Staff Responsible for Monitoring:** Counselor Teacher Administrators	N/A	60%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: College Day - students wear college shirts of their choice each month. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Monthly calendar, student survey **Staff Responsible for Monitoring:** Counselor Administrators	35%	60%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Buddy classes - Upper grade level mentor lower grade level students mentor each other to provide support and enrichment to the students. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Monthly calendar, student survey **Staff Responsible for Monitoring:** Counselor Administrators	N/A			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Offer a variety of clubs to enrich academics; such as: Honor Choir, Art Club, Robotics, Student Council, etc. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Parent Programs, Events and Competition **Staff Responsible for Monitoring:** Classroom Teacher sponsors				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Train staff in the adoption of AVID WICOR strategies in grades 1st - 5th and monitor implementation of these strategies in lesson plans and classroom instruction. (July 2020 - July 2021) **Strategy's Expected Result/Impact:** Reading STAAR Results, Student Progress Measure Form **Staff Responsible for Monitoring:** 1st - 5th Grade Teachers AVID Site Team				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Utilize the AVID organizational tools with students in 1st -5th grade (July 2020 - July 2021) **Strategy's Expected Result/Impact:** Student Binders and Student goals **Staff Responsible for Monitoring:** 1st - 5th Grade Teachers AVID Campus Coordinator AVID Site Team **Funding Sources:** - 211-Title I - Supplies - $1,500				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Attend Summer AVID Summer Conference to improve on instructional strategies, organizational skills, and prepare students for college and career readiness. (June 2020/July 2021) **Strategy's Expected Result/Impact:** Prepare students for College and Career Readiness. Improve on student preparation for college. **Staff Responsible for Monitoring:** 1st - 5th Grade Teachers AVID Campus Coordinator AVID Site Team **Funding Sources:** - 199-State Comp. Ed. - $10,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Offer an After School program that provides academic assistance for at-risk students as well as enrichment activities aligned to the performing and visual arts that promote the well rounded learner by connecting learning in the arts to the learning in the core subject classrooms. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Student attendance in the After School Program Student participation in intervention programs Parent participation in parent workshops Student participation in programming such as karate, dance, etc. **Staff Responsible for Monitoring:** After school Program Site Coordinator Administrator Academic Liaison Director of Grant Development and Compliance **Funding Sources:** Activities to support literacy and numeracy - 289- Partnership After-School Program - $500				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Offer an After School Program that will provide academic assistance in reading, mathematics, science, social studies and college and career readiness. (September 2020- June 2021) **Strategy's Expected Result/Impact:** Student attendance in the After School Program Student participation in intervention programs Parent participation in parent workshops **Staff Responsible for Monitoring:** After School Program Site Coordinator Administrators Academic Liaison Director of Grant Development and Compliance **Funding Sources:** Activities to support literacy and numeracy - 289- Partnership After-School Program - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Performance Objective 1: By June 2021, one hundred percent (100%) of campus classrooms will continue to be taught by highly effective teachers.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Track Teacher/Staff participation in professional development opportunities. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Eduphoria, Certificates of completion, **Staff Responsible for Monitoring:** Administration	35%	60%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Communicate with all identified teachers to share the state testing schedule and provide support activities along with Staff Development opportunities by providing training to teachers that relates to understanding the TEKS for effective teaching and learning. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Meeting documentation, Campus having 100% of teachers meet HQ standards **Staff Responsible for Monitoring:** Administrators Instructional Coaches	35%	60%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Notification letters to parents of students who are in classes with personnel who are not HQ. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Documentation of letter and date sent, HQ list from district personnel services, **Staff Responsible for Monitoring:** Administration Personnel Services	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 4) Recruit male and female teachers from job fairs and through Talent Ed to match the school demographics. (April 2021 - Sept 2022) **Staff Responsible for Monitoring:** Administrators	35%	55%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

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

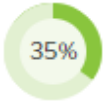
Performance Goal: Support teachers in their attainment of proficiency as defined by the T-TESS instrument.

Performance Objective 2: By, Spring 2021, provides a program of staff development to 100% of the staff that is campus-based, data-driven, on-going throughout the year, and will meet the needs of each and every member of the faculty.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide each new teacher (any teacher with less than one years of experience) with a campus-based mentor, staff development, observation time, and coaching. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Classroom walk-through data, T-Tess documentation **Staff Responsible for Monitoring:** Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training for all teachers on (RTI) and the RtI process, STAAR strategies and deconstruction, technology, team building, building positive relationships, PBIS, and Special Ed. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Appropriate RTI referrals to HELP team, staff development agendas and sign in sheets, STAR Chart, Teacher survey **Staff Responsible for Monitoring:** Administrators Instructional Coaches Campus District personnel.	N/A			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide in-district training for the after school program staff on needs and requirements of the program as well as training on the following topics: SIOP, Project Base Learning, Classroom Management, Time Management, Working with Difficult Students, Communicating with Parents, and the Delivery of the Instructional Lesson Plans in all four content areas. Other training will be mandatory such as sexual harassment, bullying, Pest control and other training resources as required or deemed necessary. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Classroom observations and student engagement **Staff Responsible for Monitoring:** After School Site Coordinator Instructional Coaches Administrator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide specific training for the After School Program Site Coordinator by attending local, state and national conferences, in-district training and other training resources as required or deemed necessary. (September 2020- June 2021) **Strategy's Expected Result/Impact:** Principal walk-throughs and CASE reports on student and parent participation **Staff Responsible for Monitoring:** After School Site Coordinator Administrator **Funding Sources:** Trainings, workshops, conferences, etc. - 265-21st Century After-School Program - $1,500	35%	60%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize district liaison to monitor and support the Academic infrastructure of the After School Program. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** * Student Performance as it relates to report card grades and 9 Week assessments and MOCK assessments. * Attendance **Staff Responsible for Monitoring:** Administrator After School Program Site Coordinator **Funding Sources:** Instructional Materials - 265-21st Century After-School Program - $5,000	100%	100%	100%	100%

No Progress



Accomplished


Continue/Modify


Discontinue

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

Performance Goal: Increase parental involvement across the district

Performance Objective 1: Sheldon Elementary will increase the number of parents and community members participating in school activities from 2% to 5% at SE.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Keep lines of communication open between school and parents (i.e., newsletter, report cards, parent conferences, letters, surveys, marquee, parent compacts, Iris phone calls, school web page, campus Twitter, Family Tree, AVID binders, Tuesday Folders, agenda books) in both English and Spanish (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Parent survey Student survey **Staff Responsible for Monitoring:** Teachers communication to parents Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for parents to participate in school activities. A flexible schedule will be provided to parents for parent engagement activities. Activities will be offered in the a.m. and p.m. on various days of the week to meet the needs of the parents/families. (i.e., Math and Science night, SDMC Committee, LPAC, ARD, Literacy Nights, PTO, Field Day, Bookfair, classroom parties, Mommy and Me Luncheon, Daddy and Daughter Dance, PAWS, Parent Orientation, Chaperons). Once COVID restrictions are lifted, we will reach out to the community for a site parents can participate in parent engagement. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Sign in sheets from events, **Staff Responsible for Monitoring:** Administrators SDMC representative Counselor Librarian **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and keep parents informed in English and Spanish regarding student progress and after school issues and print copies of after school activities, and daily forms in the after school program (Tiger U). (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Artifacts, parent survey, Activity Sponsor **Staff Responsible for Monitoring:** After school staff and coordinator **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** Office, teaching and art supplies, copier supplies for coordinators office - 265-21st Century After-School Program - $1,494.88	100%	100%	100%	100%

No Progress



Accomplished


Continue/Modify

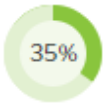

Discontinue

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

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement crisis management plan which includes monthly safety drills. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Log of drills **Staff Responsible for Monitoring:** Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide safety training to staff (ie. safe school online). (September 2020 - September 2021) **Strategy's Expected Result/Impact:** Agendas, sign in sheets, logs of drill practices **Staff Responsible for Monitoring:** Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Raptor visitor system, procedures for visitors to the building, and check-out procedures for students. Visitor's badge must be visible to ensure the safety of the students. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Rapture reports, Attendance reports and sign out sheets **Staff Responsible for Monitoring:** Office Staff Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide student instruction to promote safety and protect against violence and bullying. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Lesson plans, Student discipline, Minor Incident Report, Referrals **Staff Responsible for Monitoring:** Counselor Administrators	100%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide student awards each nine weeks. (Honor Roll, Tiger Tickets, Character Cafe, Attendance, etc.) (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Award lists for each specific award **Staff Responsible for Monitoring:** Administrators Counselor Teachers	35%	60%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Promote health and fitness for students participating in the after school program. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Students' participation logs **Staff Responsible for Monitoring:** After school coordinator Teachers	35%	60%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Implement campus PBIS team expectations and incentives such as Class-wide "Cafeteria" awards, Best behavior awards, Prize incentives for students. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Discipline Records and student survey **Staff Responsible for Monitoring:** Administrators Counselor Teachers	35%	60%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Implement campus the HOUSE system that will contribute to PBIS that provides expectations and incentives such as Points system that encourages students to do well in school. The incentives include a HOUSE trophy and end of the year HOUSE party with the HOUSE that has the most points. (September 2020 - June 2021) **Strategy's Expected Result/Impact:** Discipline Records and student survey **Staff Responsible for Monitoring:** Administrators Counselor Teachers	35%	60%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Sheldon Elementary will provide financial accountability.

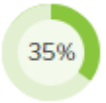
Performance Goal: Support teachers and staff financially that will assist in increasing student performance in Reading Math, Science and Writing on STAAR.

Performance Objective 1: Sheldon Elementary will be utilized 100% of school funds to ensure all students perform at or above the state assessments.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By March 2021, 80% of my budget will be spent to address the needs of the students and aligned to the campus goals. (September 2020 - March 2021) **Strategy's Expected Result/Impact:** Itemized budget report **Staff Responsible for Monitoring:** School Secretary Administrator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Allotted amount of funds provide instructional resources, materials, and instructional tools to aide in instructional strategies that will increase student achievement in Reading, Math, Writing and Science. (Aug. 2020 - June 2021) **Strategy's Expected Result/Impact:** Checkpoints, SnapShots, 9 Week Assessments, MOCK, and STAAR results. **Staff Responsible for Monitoring:** Administrators Classroom teachers School Secretary **Funding Sources:** - 199-General funds - $3,000, - 211-Title I - $5,000, - 199-State Comp. Ed. - $6,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Every month my secretary will provide an updated budget report for review to determine funding throughout the year. (Aug. 2020, September 2020, October 2020, November 2020, December 2020, January 2021, February 2021, March 2021, April 2021, May 2021) **Strategy's Expected Result/Impact:** Budget report **Staff Responsible for Monitoring:** School Secretary Administrator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Allotted amount of funds will be provided to assist with the objectives provided on the CIP. (Aug. 2020 - June 2021) **Strategy's Expected Result/Impact:** Budget report **Staff Responsible for Monitoring:** School Secretary Administrator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The Sheldon Elementary needs assessment process is described below:

The Sheldon Elementary Comprehensive Needs Assessment (CNA) process was reviewed. The campus site-based team convened on April 16, 2019, and May 21, 2019, to facilitate the development of the campus comprehensive needs assessment and the campus improvement plan. The goal of the meeting was for the committee to combine their efforts to maintain best-practice that identify needs for improvement for Sheldon Elementary in the 2019-2020 school year. Throughout the needs assessment SBDMC committee meeting, the following topics were addressed:

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

The site-based team consisted of the following:

Name	Position
Rachelle Ysquierdo	Principal
Al Barrientos	Classroom Teacher
Rachael Heintschel	Classroom Teacher
Melissa Gomez	Classroom Teacher
Rosinda Stagg	Classroom Teacher
Perla Reyna	Classroom Teacher
Douglas James	Classroom Teacher
Kathrin Meier	Parent
Kristen Haynes	Business Partner

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

Sheldon ISD values the support and feedback of our parents and community. To ensure that the community is well informed of campus and district information, communication is provided to all parents in both English and Spanish throughout the district. Sheldon ISD continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment towards building a strong home to school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language.

The Campus Needs Assessment was developed, reviewed, and revised on the following dates for the 2018 - 2019 school year.

March 19, 2019

April 16, 2019

May 21, 2019

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan will be reviewed and, if necessary, revised as part of an ongoing system of monitoring by the Campus Site-based Decision-Making Committee, which meets on the third Tuesday of each month.

There will be a formative review on the following dates:

November 19, 2019

January 21, 2020

March 17, 2020

May 19, 2020 - The Summative Review and Campus Needs Assessment review.

3.1: Develop and distribute Parent and Family Engagement Policy

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

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

Name	Position
Rachelle Ysquierdo	Principal
Al Barrientos	Classroom Teacher
Rachael Heintschel	Classroom Teacher
Melissa Gomez	Classroom Teacher
Rosinda Stagg	Classroom Teacher
Perla Reyna	Classroom Teacher
Douglas James	Classroom Teacher
Kathrin Meier	Parent
Kristen Haynes	Business Partner

Title I Personnel

Name	Position	Program	FTE
Angela Haywood	Campus Instructional Specialist	Title I	1
Judith Johnson	Campus Instructional Specialist	Title I	1
Lisa Sprehe	Campus Instructional Specialist	Title I	1
Luzdivina Cantu	Campus Instructional Specialist	Title I	1
Sabrina Bilbo	Instructional Aide	Title I	1

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading A-Z		$100.00
1	1	1	STAAR Prep Resources		$500.00
1	2	1	STAAR Prep Resources		$500.00
5	1	2			$3,000.00
				Sub-Total	$4,100.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	9			$10,000.00
5	1	2			$6,000.00
				Sub-Total	$16,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Spanish Resources		$7,000.00
1	2	1	Reasoning Minds Resource		$7,000.00
1	5	8		Supplies	$1,500.00
5	1	2			$5,000.00
				Sub-Total	$20,500.00

289- Partnership After-School Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	10	Activities to support literacy and numeracy		$500.00
1	5	11	Activities to support literacy and numeracy		$2,000.00
				Sub-Total	$2,500.00

265-21st Century After-School Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	4	Trainings, workshops, conferences, etc.		$1,500.00
2	2	5	Instructional Materials		$5,000.00

265-21st Century After-School Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Office, teaching and art supplies, copier supplies for coordinators office		$1,494.88
				Sub-Total	$7,994.88