Sheldon Independent School District

Sheldon Lake Elementary

2020-2021 Campus Improvement Plan

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

Mission Statement

Mission:

Our Mission is to foster students who are informed, curious and creative risk-takers by utilizing the "languages" of the arts as the connective fibers in a robust academic program. We focus on teaching and learning; providing transdisciplinary instruction in the core curriculum with a focus on the performing and visual arts.

Value Statement

Our vision includes the belief that:

By engaging students academically, artistically and socially, they will leave the school as independent, cooperative, responsible and creative young adults with a lifelong love of learning and artful engagement.

A strong academic program that is transdisciplinary in design and integrated with the arts unlocks and supports the true potential of our students.

The performing and visual arts encourage our students to work in a cooperative, creative and collaborative manner while promoting independent thinking and confidence.

Students who have the tools to find creative, collaborative and imaginative solutions to challenges will be highly successful in our ever-changing world.

School Profile

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

Introduction

The Sheldon Lake Elementary needs assessment process is described below:

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

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

- Virtual instruction and the resources/materials needed to maximize teacher facilitation of virtual learning.

During the data analysis, the site-based decision-making team formed subcommittees to evaluate previous years' data for grades 1st – 5th. The committee evaluated program evaluations, survey results and local benchmarks/snapshots (because we did not have any state assessment information). Throughout this phase of the needs assessment, each group collected, compared and analyzed various sources of data to organize and present their interpretation of strengths, areas or need, and root causes. Documentation of the process includes meeting minutes, agenda, sign in sheets, and copies of data reviewed.

The following SDMC members were present for the initial meeting:

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

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

The SDMC will meet monthly during the 2020-2021 school year and will review the CNA and CIP in a formative review format on 11/10/20, 1/19/21, 3/9/21, and 6/8/21. This document will be available to the public by copies made available in both English and Spanish in the following locations: Sheldon Lake Elementary Office, Sheldon ISD's Ney Building Front Lobby, Greensbrook Community Clubhouse and the North Channel Library (15741 Wallisville Rd Houston, TX 77049).

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

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

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

5.1 Objective-driven daily lesson plans with formative assessments

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

5.3 Data-driven Instruction

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Christopher Dickson, Principal Maria Lavios, Assistant Principal

Gracie Martinez, Secretary Kelli Putman, SDMC Chair and Teacher

Kathrine Meier, Parent Veronica Flores, Parent

Victoria Louis, Teacher Dorcassia Richard-Lewis, Teacher

Adriana Sanchez, Teacher Janette Chavez, Teacher

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

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

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

Demographics

Demographics Summary

Demographics Summary

Sheldon Lake Elementary is a new campus to the Sheldon ISD community, beginning its second year after a unique year disrupted by the Covid pandemic. According to the latest district data, our student population continues to mirror trends within the district's demographics.

Student Enrollment

The average enrollment during the 2019-2020 school year was 655 students.

Student Demographics by Ethnicity

Ethnicity	Campus	District
Hispanic	62.7%	71.9%
African American	27%	20.8%
White	7.5%	5.3%
Asian	1.8%	0.4%
American Indian/Alaskan Native	0.8%	1.1%

Student Longitudinal Demographics by Ethnicity

Since this is the first year of operation, there is no longitudinal data available.

Student Demographics by Gender

Gender	Campus	District	State
Female	51.3%	49.4%	49%

Gender	Campus	District	State
Male	48.7%	50.6%	51%

Student Demographics by Special Population

Special Population	Campus	District
Special Education	13%	7%
EL	39.1%	29.4%
Gifted and Talented	4.8%	5.1%
Section 504	1.3%	1.9%
Economically Disadvantaged	80%	77.5%

Staff Demographics

The staff at Sheldon Lake elementary is diverse with 49.2% being Hispanic, 30.5% White and 20.3% African American.

Demographics Strengths

Demographics Strengths

* Community growth due to new neighborhoods and home buyers

* Diverse student population and a diverse staff population

* Specialty programs are available to meet the needs of diverse learners

* Students are able to learn from other students with different cultural backgrounds and experiences, which is reflective of their community and real-world experiences

Student Learning

Student Learning Summary

State Accountability

Sheldon Lake Elementary is still a new campus to the Sheldon ISD community. Due to the COVID pandemic, all state assessment was cancelled, so the best available data we have is from previous years. According to the latest district data, our student state accountability will mirror trends within the district state accountability.

Student Achievement Summary

STAAR Results: District Longitudinal STAAR Performance

Grade Level/Subject: 3rd Grade Reading

Students	2018 % Approaches	2017 % Approaches	2016 % Approaches
All	71%	61%	65%
Hispanic	72%	61%	64%
American Indian	---	---	---
Asian	---	---	---
African American	61%	55%	60%
Native Hawaiian	---	---	---
White	77%	75%	77%
Two or More Races	---	---	---
Economically Advantaged	70%	59%	62%
EL	69%	61%	58%
Special Education	---	29%	35%

Grade Level/Subject: 3rd Grade Math

Students	2018 % Approaches	2017 % Approaches	2016 % Approaches
All	71%	71%	66%

Students	2018 % Approaches	2017 % Approaches	2016 % Approaches
Hispanic	75%	72%	67%
American Indian	---	---	---
Asian	---	---	---
African American	55%	62%	58%
Native Hawaiian	---	---	---
White	67%	87%	70%
Two or More Races	---	---	---
Economically Advantaged	70%	70%	64%
EL	75%	71%	62%
Special Education	---	35%	40%

Grade Level/Subject: 4th Grade Reading

Students	2018 % Approaches	2017 % Approaches	2016 % Approaches
All	60%	62%	66%
Hispanic	60%	63%	65%
American Indian	---	---	---
Asian	---	---	---
African American	58%	57%	65%
Native Hawaiian	---	---	---
White	66%	68%	66%
Two or More Races	---	---	---
Economically Advantaged	60%	60%	64%
EL	57%	59%	52%
Special Education	---	23%	34%

Grade Level/Subject: 4th Grade Math

Students	2018 % Approaches	2017 % Approaches	2016 % Approaches
All	70%	69%	61%
Hispanic	75%	73%	64%
American Indian	---	---	---
Asian	---	---	---
African American	49%	54%	51%
Native Hawaiian	---	---	---
White	75%	76%	63%
Two or More Races	---	---	---
Economically Advantaged	70%	67%	60%
EL	76%	77%	58%
Special Education	---	38%	34%

Grade Level/Subject: 4th Grade Writing

Students	2018 % Approaches	2017 % Approaches	2016 % Approaches
All	46%	56%	58%
Hispanic	49%	55%	58%
American Indian	---	---	---
Asian	---	---	---
African American	---	60%	59%
Native Hawaiian	---	---	---
White	---	62%	51%
Two or More Races	---	---	---
Economically Advantaged	45%	54%	57%
EL	51%	54%	44%
Special Education	---	27%	25%

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

Students	2018 % Approaches	2017 % Approaches	2016 % Approaches
All	78%	71%	71%
Hispanic	80%	71%	74%
American Indian	---	---	---
Asian	---	---	---
African American	71%	70%	57%
Native Hawaiian	---	---	---
White	---	68%	81%
Two or More Races	---	---	---
Economically Advantaged	77%	69%	69%
EL	79%	71%	---
Special Education	---	37%	27%

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

Students	2018 % Approaches	2017 % Approaches	2016 % Approaches
All	86%	83%	80%
Hispanic	88%	86%	82%
American Indian	---	---	---
Asian	---	---	---
African American	79%	75%	69%
Native Hawaiian	---	---	---
White	84%	76%	81%
Two or More Races	---	---	---
Economically Advantaged	85%	81%	78%

Students	2018 % Approaches	2017 % Approaches	2016 % Approaches
EL	88%	89%	77%
Special Education	---	52%	27%

Grade Level/Subject: 5th Grade Science

Students	2018 % Approaches	2017 % Approaches	2016 % Approaches
All	66%	66%	46%
Hispanic	68%	68%	69%
American Indian	---	---	---
Asian	---	---	---
African American	55%	61%	46%
Native Hawaiian	---	---	---
White	73%	67%	73%
Two or More Races	---	---	---
Economically Advantaged	65%	64%	64%
EL	66%	71%	57%
Special Education	---	43%	22%

Student Learning Strengths

Due to the lack of state data because of the COVID pandemic, our strengths and areas of challenge continue to exist from our previous year.

Student Academic Achievement Strengths:

First Grade:

- Special Education reading scores showed an increase of 6.8% of students who achieved Mastered on the district Snapshot Assessments
- African American students showed an increase of 17.7% and Hispanic students showed an increase of 33% of students who achieved Mastered on the district Math Snapshot Assessments.

Second Grade:

- All demographic areas increased in the number of students who met expectations on the District Reading Snapshot Assessments

Third Grade:

- Student academic achievement strengths based on state accountability will be determined based on STAAR results (Release date 6/11/2019)
- EL students performed above the district average in math, writing and reading, according to 2018-19 district-based assessments
- White and African American students performed 7% above the district average, according to 2018-19 science district based assessments

Fourth Grade:

- Student academic achievement strengths based on state accountability will be determined based on STAAR results (Release date 6/11/2019)
- Hispanic and EL students showed an increase of 6% in students, based on 2018-19 district-based Reading assessments.
- Hispanic students showed an increase of 30% on the 2018-19 district-based writing assessments

Fifth Grade

- Hispanic, White and monitored students performed at or above district average on the 2019 STAAR reading assessment.
- EL and White students performed at 3% and 7% above the district average on the 2019 STAAR math assessment.
- Hispanic students scored 13% higher than any other sub-population, according to 2018-19 district-based math assessments

Student Academic Achievement Needs Statement:

Campus Targeted Areas

Although Sheldon Lake is a new campus, based on district trends on student achievement data, we have identified the following areas as critical needs for the 2020-2021 school year:

1. Student achievement in writing in all grade levels is low, especially the students entering fourth grade. Attention also is needed in building a strong writing foundation in grades 1-3. 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 not meeting the district benchmarks as it relates to the DRA/EDL or IStation assessments. 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.

3. Student achievement in math and science are effectively impacted by hands-on manipulatives and small group instruction. As a new campus, we will need to provide these materials to support struggling students in an effort of closing the achievement gaps among the sub-populations.
4. To continue to build college and career readiness among the students, we will continue to utilize AVID strategies that include organizational tools and strategies for the classroom. Professional development on best practice AVID strategies for teachers will be provided to build capacity among the staff.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students who are in school this year have deomonstrated severe gaps in their learning and lower assessment scores across the board. **Root Cause:** Students lost significant instructional time due to the COVID lockdown during the last school year.

Problem Statement 2 (Prioritized): Special Education and African American students are performing below all other sub-populations in the district across the disciplines. **Root Cause:** Instruction is not providing enough differentiation to meet the needs of these students.

School Processes & Programs

School Processes & Programs Summary

The campus leadership team for Sheldon Lake Elementary consists of a principal, assistant principal, counselor and four campus instructional specialists. This team meets weekly to discuss student data, instruction and determine the needs of the teachers and students. Classroom instruction is aligned to the district scope and sequence, with teachers meeting weekly to plan rigorous instructional activities with the campus instructional specialists in a Professional Learning Community format. Teachers and professional staff are evaluated through the T-TESS appraisal system, which includes goal setting, observations, and conferences about the evaluation process with appraisers. The campus provides extra-curricular activities for our students, such as Safety Patrol, Art Club, Honor Choir, Dance Team, and several small performing ensembles. Students and parents are also able to participate in a Suzuki Strings program during the school day.

Sheldon Lake utilizes IStation for reading and math interventions, Reasoning Math for grades 3-5 and LLI for struggling students in grades 1-2. The Dual Language program includes students from grades 1-3 in both 2-way and 1-way settings. STEM Scopes is used in all grade levels to support the Science TEKS.

Reading	Writing	Math	Science	Social Studies	Integrated Program
Balanced Literacy	District Curriculum	Guided Math	5E Model	Integrated with language arts	Performing and Visual Arts
Istation Reading		Istation Math	STEM Scopes	Social Studies Weekly	AVID (1st - 5th)

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. The following activities will drive and impact our work:

- The Campus Instructional Specialists are part of the planning session to build teacher capacity in the classroom through scheduled power planning sessions.
- Multiple teachers are impacted by the TEA READ Grant, AVID, Rice University 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 process address the language needs of EL students by supporting their first language, while building their second language.

- Academic vocabulary has been a concern for EL students and the implementation of Words of our World (WOW) will help support the EL vocabulary needs. This program focuses on language transfer while building vocabulary skills.
- Ongoing professional development on guided reading for all teachers is helping to build teachers' capacity to impact students' literacy and fluency.
- Weekly PLC meetings are scheduled to discuss student data, professional development, and the implementation of effective instruction.

School Processes and Programs Needs:

Although we were unable to normally finish our first school year, Sheldon Lake continues to revise and foster effective systems and programs such as PBIS, CHAMPs, Safe and Secure Schools, etc. We have identified the following areas as critical needs for the 2020-2021 school year:

- In order to continue building a strong communication system and home-school connections, we will continue to use a campus-wide system that allows for multiple layers of communication among teacher, 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. During these events, the campus will provide materials and resources to assist parents in supporting academics at home. We will also offer incentives to promote parent/student attendance and participation.
-

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are not able to maximize their desktop computers during on line instruction **Root Cause:** Teacher desktop computers do not have microphones and cameras for facilitating instruction online.

Perceptions

Perceptions Summary

Sheldon Lake was a new elementary campus for the 2019-2020 school year and was unable to finish the year in normal operation due to COVID. Therefore, there is limited data available regarding perceptions. However, an analysis of district data based on a parent survey conducted spring of 2020, concluded that parents are satisfied with the elementary campuses as 81.5% of the parents scored the campuses at an A and B. As a result of this data, Sheldon Lake Elementary will continue to foster an environment where all students feel safe and valued. We will also continue to provide a learning environment that maximizes learning opportunities for all students regardless of their background and socio-economic status. We provide opportunities for parents to attend sessions that offer strategies to support learning at home. Parents have a voice in the decision-making process by participating on the campus site-based team. We also encourage parents to assist in providing staff training on working effectively with parents to develop positive relationships between home and school.

Our vision includes the belief that:

* Students that are engaged academically, artistically and socially, will leave the school as independent, cooperative, responsible and creative young adults with a lifelong love of learning and artful engagement.

* A strong academic program that is transdisciplinary in design and integrated with the arts unlocks and supports the true potential of our students.

* The performing and visual arts encourage our students to work in a cooperative, creative, and collaborative manner while promoting independent thinking and confidence.

* Students who have the tools to find creative, collaborative, and imaginative solutions to challenges will be highly successful in our ever-changing world.

The Campus Comprehensive Needs Assessment and Improvement Plan was developed, reviewed, and revised on the following dates:

- June 3, 2019 (Initial CNA)
- September 30, 2019
- November 21, 2019
- January 14, 2020
- March 3, 2020
- June 3, 2020 (Virtual Meeting)

Perceptions Strengths

Though we were only able to administer limited surveys for parent perceptions this year due to the COVID pandemic, the following is the results of the district level survey:

- 81.5% of parents ranked our campus as an “A” or “B.”
- 80.5% of parents feel that discipline rules are consistently and fairly enforced at their child’s campus.
- 95.7% of parents acknowledge that their child’s campus communicates with them in a language they understand.

Priority Problem Statements

Problem Statement 1: Teachers are not able to maximize their desktop computers during on line instruction
Root Cause 1: Teacher desktop computers do not have microphones and cameras for facilitating instruction online.
Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students who are in school this year have deomonstrated severe gaps in their learning and lower assessment scores across the board.
Root Cause 2: Students lost significant instructional time due to the COVID lockdown during the last school year.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Special Education and African American students are performing below all other sub-populations in the district across the disciplines.
Root Cause 3: Instruction is not providing enough differentiation to meet the needs of these students.
Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- 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)
- Local diagnostic reading assessment data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

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

Performance Objective 1: By June 2021, student performance in 1st and 2nd 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 69% to 73%.

By June 2021, student performance on STAAR 3rd - 5th grade STAAR Reading scores will increase from 70% to 74% at the Approaches.
By June 2021, student performance on STAAR 3rd - 5th grade STAAR Reading scores will increase from 34% to 37% in the Meets Grade Level.
By June 2021, student performance on STAAR 3rd - 5th grade STAAR Reading will increase from 19% to 23% in the Masters.

By June 2021, student performance for the African American population will increase from 28% to 32% on meets grade level or above.

B. Student Growth Measure: By June 2021, the overall growth measure will increase from 57% to 62%.

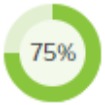
C. Closing the Gap Measure: By June 2021, the closing the gap measure will increase from 56% to 68%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Reading Scores, District Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide Classroom Intervention Specialists (CIS) to support the teaching and learning process by coaching teachers and providing small group instruction for struggling students. (Aug. 2020 - June 2021) **Strategy's Expected Result/Impact:** Increased teacher capacity in their core subject areas, resulting in higher student achievement. **Staff Responsible for Monitoring:** Classroom Intervention Specialist and Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Professional development - 211-Title I - 50% - $140,000, - 199-State Comp. Ed. - 50% - $140,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide a strong foundation in reading for ALL students by ensuring professional development in guided reading grades 1-2; and to support reading to learn in grades 3-5. (August 2020, October 2020, January 2021, February 2021, and March 2021) **Strategy's Expected Result/Impact:** Increase in student reading growth and teacher calibration on administration of DRA/EDL assessment. **Staff Responsible for Monitoring:** Principal and Classroom Intervention Specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title I - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Sheldon Lake teachers in each grade will participate in the TEA Science of Reading initiative, facilitated by the district literacy coaches. (July 2020, October 2020, January 2021, and March 2021.) **Strategy's Expected Result/Impact:** Professional development and in class support for teachers will show increased student achievement during the year. **Staff Responsible for Monitoring:** District Literacy coach Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:**	40%	60%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide iStation for students in 1st - 3rd grade to give targeted, individualized support for each student, including those identified as At-Risk and those who need higher level enrichment in Reading. (August 2020 , October, 2020, January 2021, March 2021, May 2021) **Strategy's Expected Result/Impact:** Students receive targeted time on iStation that is aligned to their need and they show individual growth during the year. **Staff Responsible for Monitoring:** Teachers CISs Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title I - $500	80%	80%	90%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize our Intervention and Enrichment block to provide small group interventions in reading skills to at-risk students, specifically targeting sub-populations (Economically disadvantaged, Special Education, English Learners, African American, etc) and individual students who are at-risk of not meeting the challenging State academic standards. (Weekly throughout the 2019- 2020 school year) **Strategy's Expected Result/Impact:** Increased student achievement in reading for each student, based on their individual growth. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	65%	80%	85%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Utilize our Intervention and Enrichment block to provide opportunities for students to received "well-rounded" learning experiences in Project Based Learning, Gifted and Talented, Learning Through the Arts, etc. (Weekly throughout the 2020-2021 school year) **Strategy's Expected Result/Impact:** Enhanced opportunities for students to engage in higher level thinking activities. **Staff Responsible for Monitoring:** Administration, Campus Instructional Specialists, Activity team **Schoolwide and Targeted Assistance Title I Elements:** 2.5	50%	70%	80%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Facilitate the implementation and fidelity of best practices in Reading through purchasing resources and materials (including paper to print Reading A-Z books), power planning sessions, data analysis, PLC's, modeling of Balanced Literacy and Guided Reading, coaching rounds, and AVID WICOR instructional strategies in 1st - 5th grade. (Aug. 2020 - June 2021) **Strategy's Expected Result/Impact:** Increased instructional capacity for all teachers in Reading. **Staff Responsible for Monitoring:** Teachers, Campus Instructional Specialists Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Purchase start up materials and resources for Reading (including paper for Reading A-Z books) - 211-Title I - $4,000, Purchase intervention materials such as LLI and Dyslexia kits - 211-Title I - $6,000	50%	60%	90%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide STAAR camps prior to STAAR testing to enrich and remediate students on Reading skills. (Feb. 2021 - April 2021) **Strategy's Expected Result/Impact:** Increase in student achievement between district Mock assessments and STAAR assessments. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $2,500, - 211-Title I - $2,500	15%	15%	55%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Performance Objective 2: By June 2021, student performance on the end of the year 1st grade Math assessments, the students will increase from 89% to 90%.

By June 2021, student performance on the end of the year 2nd grade Math assessment, the students will increase from 31% to 55%.

A. By June 2021, The student achievement scores for all students taking the STAAR Math (3-5) will increase from 75% to 80%.

By June 2021, student performance on STAAR 3rd - 5th grade STAAR Math scores will increase from 74% to 80% at the Approaches.
By June 2021, student performance on STAAR 3rd - 5th grade STAAR Math scores will increase from 40% to 44% in the Meets Grade Level.
By June 2021, student performance on STAAR 3rd - 5th grade STAAR Math will increase from 18% to 22% in the Masters.

By June 2021, student performance for the African American population will increase from 23% to 35% on meets grade level or above.

B. Student Growth Measure: By June 2021, the overall growth measure will increase from 67% to 72%.

C. Closing the Gap Measure: By June 2020, the closing the gap measure will increase from 62% to 75%.

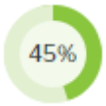
Targeted or ESF High Priority

Evaluation Data Sources: STAAR Math Scores, District assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide Classroom Intervention Specialists (CIS) to support the teaching and learning process by coaching teachers and providing small group instruction for struggling students. (Aug. 2020 - June 2021) **Strategy's Expected Result/Impact:** Increased teacher capacity in their core subject areas, resulting in higher student achievement. **Staff Responsible for Monitoring:** Campus Instructional Specialists Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Build a foundation of reading and math	65%	85%	90%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide iStation for students in grades 1st - 3rd to give targeted, individualized support for each student, including those identified as At-Risk of not meeting the challenging State academic standards and those who need higher level enrichment in Math. (August 2020 , October, 2020, January 2021, March 2021, May 2021) **Strategy's Expected Result/Impact:** Students receive targeted time on iStation that is aligned to their need and they show individual growth during the year. **Staff Responsible for Monitoring:** Teachers CIS's Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $1,000	50%	70%	90%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Facilitate the implementation and fidelity of best practices in Math and Science through purchasing math manipulatives and materials, power planning sessions, data analysis, PLC's, STEM Scopes, modeling of Guided Math, coaching rounds, and AVID WICOR instructional strategies in 1st - 5th grade. (Aug. 2020 - June 2021) **Strategy's Expected Result/Impact:** Increased instructional capacity for all teachers in Math. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Purchase start up math manipulatives and materials - 211-Title I - $6,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize our Intervention and Enrichment block to provide small group interventions in math skills, accelerated learning, and after school tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, etc) and individual students. (Aug. 2020 - June 2021) **Strategy's Expected Result/Impact:** Increased student achievement in math for each student, based on their individual growth. **Staff Responsible for Monitoring:** Teachers Campus instructional Specialists Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide STAAR camps prior to STAAR testing to enrich and remediate students on Math and Science skills. (Feb. 2021 - April 2021) **Strategy's Expected Result/Impact:** Increase in student achievement between district Mock assessments and STAAR assessments. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $2,500, - 211-Title I - $500	15%	15%	50%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

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

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

Performance Objective 3: By June 2021, The student achievement scores for all students taking the STAAR 4th Writing will increase from 50% to 56%.

By June 2021, student performance on 4th grade STAAR Writing scores will increase from 55% to 58% at the Approaches.
By June 2021, student performance on 4th grade STAAR Writing scores will increase from 22% to 27% in the Meets Grade Level.
By June 2021, student performance on 4th grade STAAR Writing will increase from 6% to 10% in the Masters level.

Evaluation Data Sources: STAAR Writing Scores, District assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Facilitate continuous monitoring of data through student writing journals, quarterly data talks with staff, and setting goals with students after each local assessment to monitor academic growth by grade level, sub-populations, and special programs (Economically Disadvantaged, English Learners, Special Education, Gifted and Talented, etc.) Oct, 2020, Jan 2021, March 2021, and April 2021. **Strategy's Expected Result/Impact:** Data-driven analysis of instructional methods, interventions and enrichment strategies for increased student achievement. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize our Intervention and Enrichment block to provide small group interventions in writing skills, accelerated learning opportunities in Music, Art, Drama and Dance that connect learning to the core subjects, and after school tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, etc) and individual students. (Aug. 2020 - June 2021) **Strategy's Expected Result/Impact:** Increased student achievement in writing for each student, based on their individual growth. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** - 211-Title I - $1,500	40%	65%	85%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Purchase additional Chromebooks to build student capacity for writing using technology and the future online platform for assessment. (Sept. 2020) **Strategy's Expected Result/Impact:** Decreased ratio of students to devices and increased capacity for students using technology for writing. **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - 199-State Comp. Ed. - $10,000	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Performance Objective 4: By June 2021, The student achievement scores for all students taking the STAAR 5th Science will increase from 68% to 72%.

By June 2021, student performance on STAAR 5th grade STAAR Science scores will increase from 74% to 77% at the Approaches.
By June 2021, student performance on STAAR 5th grade STAAR Science scores will increase from 49% to 53% in the Meets Grade Level.
By June 2021, student performance on STAAR 5th grade STAAR Science will increase from 19% to 22% in the Masters.

Evaluation Data Sources: STAAR Science scores, District assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement student access to web-based Science lessons through Edusmart, Science Power Words during daily announcements, anchor charts, and word walls to increase science vocabulary. (Aug. 2020 - June 2021) **Strategy's Expected Result/Impact:** Increased student achievement in identifying Science vocabulary words **Staff Responsible for Monitoring:** Administration, Campus Instructional Specialists, Teachers **Funding Sources:** - 199-General funds - $5,000	45%	45%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Facilitate continuous monitoring of data through student Science journals, quarterly data talks with staff, and setting goals with students after each local assessment to monitor academic growth by grade level, sub-populations, and special programs (Economically Disadvantaged, English Learners, Special Education, Gifted and Talented, etc.) (Aug. 2020 - June 2021) **Strategy's Expected Result/Impact:** Increased student achievement in Science for each student, based on their individual growth. **Staff Responsible for Monitoring:** Teachers, Campus Instructional Specialists, Administration **Funding Sources:** - 199-General funds - $1,500	30%	70%	70%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Performance Objective 5: Sheldon Lake Elementary will foster best instructional practice through AVID teaching strategies, online instructional resources, professional development for teachers, participation in AVID conferences and workshops and AVID membership for the campus.

Evaluation Data Sources: AVID membership, documentation of strategies in lesson plans and student work.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sheldon Lake Elementary will foster best instructional practice through AVID teaching strategies, professional development for teachers, participation in AVID conferences and workshops and AVID membership for the campus. (July 2020 - July 2021) **Strategy's Expected Result/Impact:** Increased student achievement as a result of rigorous instructional strategies. **Staff Responsible for Monitoring:** Teachers, CISs, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** AVID Membership and Conference Registration - 211-Title I - $5,000	30%	30%	35%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Sheldon Lake Elementary will provide webcams for each teacher so they can utilize their desktop computer and touchscreen monitor to facilitate online instruction through Sheldon On Demand. **Strategy's Expected Result/Impact:** Teachers can use the webcam to maximize virtual instruction through sharing documents and using the touchscreen monitor and sound system as part of the overall virtual system. **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	80%	80%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Sheldon Lake Elementary will provide webcams for each teacher so they can utilize their desktop computer and touchscreen monitor to facilitate online instruction through Sheldon On Demand. **Strategy's Expected Result/Impact:** Teachers can use the webcam to maximize virtual instruction through sharing documents and using the touchscreen monitor and sound system as part of the overall virtual system. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Webcams - 211-Title I - $3,500	30%	60%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers are not able to maximize their desktop computers during on line instruction **Root Cause**: Teacher desktop computers do not have microphones and cameras for facilitating instruction online.

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

Performance Objective 1: By June 2021, teachers will show professional growth as defined by the T-TESS instrument through a program of staff development.

Targeted or ESF High Priority

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide each new teacher (any teacher with less than one year of experience) with a campus-based mentor, staff development, observation time and coaching. (Aug. 2019 - June 2020) **Strategy's Expected Result/Impact:** Increased capacity for all new teachers and their retention for the next year. **Staff Responsible for Monitoring:** Lead Mentor Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 199-General funds - $1,000	50%	65%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training for all teachers on Response to Intervention, STAAR strategies, district "Best Practices" strategies, Essential Schools Framework priorities (Lesson Planning and corrective instructional action planning), AVID, team building, building positive relationships with stakeholders, Arts at the Core techniques, Universal Design for Learning strategies, PBIS, and differentiation to continue building instructional capacity. (Aug 2019 - June 2020) **Strategy's Expected Result/Impact:** Increased capacity for all teachers and their retention for the next year. **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199-General funds - $1,000, - 211-Title I - $1,000, - 199-State Comp. Ed. - $8,000	30%	70%	85%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide Campus Instructional Specialists to assist teachers with differentiated professional development, PLC and planning support, and in-class coaching opportunities to build their capacity for high quality instruction. (Aug 2019 - June 2020) **Strategy's Expected Result/Impact:** Increased capacity for all teachers and their retention for the next year. **Staff Responsible for Monitoring:** Administrators	65%	70%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide training for the After School Program Site Coordinator and District Contact by attending Local, State and National Conferences as required or deemed necessary to fulfill the requirements of the grant. (Aug 2019-June 2020) **Strategy's Expected Result/Impact:** An increase in the staff effectiveness of the After School Program implementation. **Staff Responsible for Monitoring:** After School Program Coordinator District Contact	80%	80%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

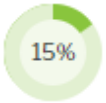
Goal 3: Sheldon Lake Elementary will promote parent and community engagement.

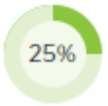
Performance Objective 1: By June 2021, Sheldon Lake will provide opportunities for all parent and family members to engage in campus events, which promote school-home communication, shared decision-making, and learning opportunities for parents and families to impact student achievement.

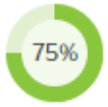
Targeted or ESF High Priority

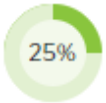
Evaluation Data Sources: Attendance at engagement events, parent communication documents, and volunteer hours. Parent Engagement Survey

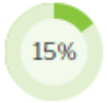
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish and foster a Campus Parent and Family Engagement Committee that will work in conjunction with the SDMC to develop, implement, and review our campus parent and family engagement policy, events and climate concerns. This group will meet quarterly during the year. The agreed upon PFE policy will be offered in English and Spanish and available in the campus front office and library, the district office, and in community spaces such as Greensbrook Place Community Clubhouse and the North Channel Library, 15741 Wallisville Rd Houston, TX 77049. (Formative reviews: 11/10/20, 1/19/21, 3/9/21, and 6/8/21). **Strategy's Expected Result/Impact:** Increased parent voice and representation in the development and review our campus' parent/family engagement. **Staff Responsible for Monitoring:** Administration, Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title I - $1,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide a variety of opportunities to engage parents and families members on campus and at the Network Operation Center community location. a. Title I/Open House (Sept. 2020**) b. Math and Science Night (Nov. 2020**) c. SDMC meetings (monthly) d. Literacy Nights (multiple days/nights and times during the year**) e. PTO meetings / performances (Monthly) f. STAAR night (Feb. 2021**) g. Meet the Teacher (Aug. 2020) h. Field Day (May 2021) i. Parent and Family Advisory/Engagement Committee (twice during the year - different days and times) j. Curriculum/Parent Portal for grades meeting (October 2020**) k. STAAR packets for home engagement in the curriculum. **These events will be offered during the school day and evening and different days of the week for families with varying availability. **Strategy's Expected Result/Impact:** Sheldon Lake will provide opportunities for ALL parents and community members at 100% participation. **Staff Responsible for Monitoring:** Administration, SDMC and PFE committees, Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title I - $2,000, - 199-General funds - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Promote the School-Home communication (i.e. newsletter, report cards, parent conferences, surveys, marquee, parent compacts, Remind 101, Classdojo, AVID binders, school web page and Twitter) in both English and Spanish. (Aug 2019 - June 2020) **Strategy's Expected Result/Impact:** Parents and Families receive information in a language they communicate best. **Staff Responsible for Monitoring:** Administration Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** - 211-Title I - $500, - 199-General funds - $2,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Establish and foster community relationships, business partners and community organizations such as Houston Arts Partners, Houston Grand Opera, New Era Construction, and Generation Park businesses. (Aug. 2020 - June 2021) **Strategy's Expected Result/Impact:** New partnerships established, presenting at local arts conferences **Staff Responsible for Monitoring:** Administration				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Meet monthly during the 2020-2021 school year and will review the CNA and CIP in a formative review format on 11/10/20, 1/19/21, 3/9/21, and 6/8/21. This document will be available to the public by copies made available in both English and Spanish in the following locations: Sheldon Lake Elementary Office, Sheldon ISD's Ney Building Front Lobby, Greensbrook Community Clubhouse and the North Channel Library (15741 Wallisville Rd Houston, TX 77049. (Aug. 2020 - June 2021) **Strategy's Expected Result/Impact:** Increased access for the public to view these documents and become involved. **Staff Responsible for Monitoring:** Administration Director of Federal Programs and Compliance **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

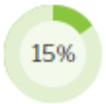
Performance Objective 1: By June 2021, Sheldon Lake Elementary will create and foster a school-wide PBIS model that promotes a safe and positive campus culture.

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

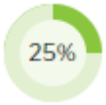
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a PBIS model on campus using "Respect, Responsible and Ready" expectations throughout the campus and researched best practices such as CHAMPs, Conscious Discipline and behavioral RtI to help students become successful, well-rounded students. (August 2020 - June 2021) **Strategy's Expected Result/Impact:** Low numbers of office referrals, successful student behaviors throughout the campus. **Staff Responsible for Monitoring:** Teachers and Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide transition opportunities for students for Kindergarten and Fifth grade students to their new campus. (May 2021) **Strategy's Expected Result/Impact:** Students will tour classes and receive all pertinent information. **Staff Responsible for Monitoring:** Counselor and Administration **Funding Sources:** - 199-General funds - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a college and career mindset across the campus to expose students to post-secondary opportunities. -Career Pictures -College and Career Week -Careers on Wheels -College Day(Mondays) (August 2020- June 2021) **Strategy's Expected Result/Impact:** College pennants displayed, college week activities, students/staff wearing college t-shirts every Monday. **Staff Responsible for Monitoring:** Campus Administration, AVID site team, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199-State Comp. Ed. - $2,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Offer an After School program that provides academic assistance for at-risk students as well as enrichment activities aligned to the performing and visual arts that promote the well rounded learner by connecting learning in the arts to the learning in the core subject classrooms. (August 2020 - June 2021) **Strategy's Expected Result/Impact:** Student attendance and participation in After School program components and parent participation in parent workshops. **Staff Responsible for Monitoring:** After School Coordinator, Administration, Director of Grant Development and Compliance **Funding Sources:** - 289- Partnership After-School Program				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Increase student motivation by providing supplemental programs throughout the school year. -100th day of school -9 week award assembly -Cultural programs -PVA teaching artists and performances -End of year award assembly -Spelling Bee (August 2020 - June 2021) **Strategy's Expected Result/Impact:** 90% of planned events are held. **Staff Responsible for Monitoring:** Administration, SDMC, Activity team, teachers. **Funding Sources:** - 199-General funds - $5,000, - 211-Title I - $3,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Sheldon Lake Elementary will participate in the stewardship of district and campus finances.

Performance Objective 1: By June 2021, Sheldon Lake Elementary will implement effective allocation of financial resources 100% of the time to meet campus needs.

Evaluation Data Sources: The campus will establish effective processes and systems that support the district financial allocation process.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will implement a balanced budget. (August 2020 - June 2021) **Strategy's Expected Result/Impact:** All budget expenditures will be tied to campus improvement plan. **Staff Responsible for Monitoring:** Administration	35%	45%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus principal and secretary will attend district financial training. (August 2020- June 2021) **Strategy's Expected Result/Impact:** Financial requisitions will reflect required documentation for purchases based on district requirements. **Staff Responsible for Monitoring:** Administration	30%	50%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus principal and secretary will establish a system to review the campus budget, follow up on expenditures, and ensure the alignment to campus improvement plan bi-monthly. (August 2020- June 2021) **Strategy's Expected Result/Impact:** All budget expenditures will be tied to campus improvement plan. **Staff Responsible for Monitoring:** Administration	50%	55%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The Sheldon Lake Elementary needs assessment process is described below:

The Sheldon Lake Elementary Comprehensive Needs Assessment (CNA) process began on June 3, 2019 and has continued throughout the 2019-2020 school year. However, due to the COVID-19 pandemic, our end of year CNA review was held virtually on June 2, 2020. The meeting was conducted from 8:30 AM to 3:30 PM via Zoom and included the attendance of campus administrators, campus teachers and staff, a business representative, and parent representatives. Throughout the needs assessment SDMC committee meeting, the following topics were addressed:

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

During the data analysis, the site-based decision-making team formed subcommittees to evaluate previous years' data for grades 1st – 5th. The committee evaluated program evaluations, survey results and local benchmarks/snapshots (because we did not have any state assessment information). Throughout this phase of the needs assessment, each group collected, compared and analyzed various sources of data to organize and present their interpretation of strengths, areas or need, and root causes. Documentation of the process includes meeting minutes, agenda, sign in sheets, and copies of data reviewed.

The following SDMC members were present for the initial meeting:

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

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

The SDMC will meet monthly during the 2020-2021 school year and will review the CNA and CIP in a formative review format on 11/10/20, 1/19/21, 3/9/21, and 6/8/21. This document will be available to the public by copies made available in both English and Spanish in the following locations: Sheldon Lake Elementary Office, Sheldon ISD's Ney Building Front Lobby, Greensbrook Community Clubhouse and the North Channel Library (15741 Wallisville Rd Houston, TX 77049).

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

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

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

postsecondary success.

5.1 Objective-driven daily lesson plans with formative assessments

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

5.3 Data-driven Instruction

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

2.2: Regular monitoring and revision

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 first Tuesday of each month. There will be a formative review on the following dates:

November 5, 2019

January 14, 2020 (change due to district holiday)

March 3, 2020

June 2, 2020 - The Summative Review and Campus Needs Assessment review.

Title I Personnel

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

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$2,500.00
1	2	2			$1,000.00
1	2	5			$2,500.00
1	4	1			$5,000.00
1	4	2			$1,500.00
2	1	1			$1,000.00
2	1	2			$1,000.00
3	1	2			$1,000.00
3	1	3			$2,000.00
4	1	2			$500.00
4	1	5			$5,000.00
				Sub-Total	$23,000.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1		50%	$140,000.00
1	3	3			$10,000.00
2	1	2			$8,000.00
4	1	3			$2,000.00
				Sub-Total	$160,000.00

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

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$2,500.00
1	2	3	Purchase start up math manipulatives and materials		$6,000.00
1	2	5			$500.00
1	3	2			$1,500.00
1	5	1	AVID Membership and Conference Registration		$5,000.00
1	5	3	Webcams		$3,500.00
2	1	2			$1,000.00
3	1	1			$1,500.00
3	1	2			$2,000.00
3	1	3			$500.00
4	1	5			$3,000.00
				Sub-Total	$178,500.00

289- Partnership After-School Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	4			$0.00
				Sub-Total	$0.00