



Sheldon ISD

STRATEGIC PLAN

2024-2029



SHELDON ISD
Where Vision Becomes Legacy

Where Vision Becomes Legacy



Superintendent's Welcome

In August 2023, Sheldon Independent School District (SISD) embarked on a journey to shape our strategic roadmap. A dedicated steering committee evolved under the stewardship of Superintendent Dr. Demetrius McCall and in collaboration with teachers, district and campus leaders, parents, and students. During the past 10 months, with expert guidance from our district advancement champions—the Region 4 Education Service Center (Region 4) Texas Strategic Leadership (TSL) team—the Sheldon Steering Committee has devised a plan to guide us into a future of excellence.

Our voyage began with a thorough landscape analysis, drawing insights from observations of more than 250 grade 6–12 classrooms, academic reviews, stakeholder surveys, focus group reports, and talent data. This analysis illuminated our strengths and highlighted areas prime for enhancement.

Envisioning the ideal student experience, the steering committee crafted statements delineating the daily encounters every Sheldon student should have in our classrooms. Guided by our student-centric vision and enriched by the Effective District Framework, along with engaging discussions and reflections, we identified five priorities to propel SISD forward.

With enthusiasm and anticipation, the Sheldon Steering Committee and the Superintendent eagerly anticipate sharing our strategic plan as we embark on the exciting journey ahead.

> *I am thankful for the contributions from our students, staff, and families as we plan for the future of Sheldon Independent School District. The new strategic plan provides clear direction as we embark on the next five-year journey to educate tomorrow's leaders. I look forward to working together with our community to see our vision through to ensure our Sheldon ISD students achieve what they deserve in our classrooms.*

–Dr. Demetrius McCall,
Superintendent



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Table of Contents

DISTRICT BELIEFS 4

SHELDON BY THE NUMBERS 5

STRATEGIC PLAN DESIGN TEAM MEMBERS 6

LANDSCAPE ANALYSIS 7–8

FIVE-YEAR GOALS 2024–2029 9

STRATEGIC PRIORITIES 10

WHERE VISION BECOMES LEGACY 11

District Beliefs



VISION

Inspiring the best in tomorrow through a premier education today.



MISSION

To maintain a safe environment where staff, parents, and community work together to engage students in personalized learning opportunities to ensure they are college- and career-ready.



ENVISION STUDENT EXPERIENCE

EVERY SHELDON STUDENT DESERVES:

- **LEARNING** in a school where staff members care about them and make them feel welcome.
- **FEELING** respected and understanding the importance of appreciating others' differences.
- **ACCESS** to effective teachers who are prepared to provide diverse experiences and an education tailored to their talents, desires, and dreams.
- **SUPPORTIVE** relationships with staff members who provide a safe learning environment.
- **COMPETENT** school leadership teams that create a culture of academic excellence, positivity, and accountability.
- **INNOVATIVE** opportunities to grow academically and succeed in every aspect of their education, preparing them for success in college, a career, and in life.
- **NURTURING** environments that will impact their future after high school.

Sheldon by the Numbers

ABOUT US

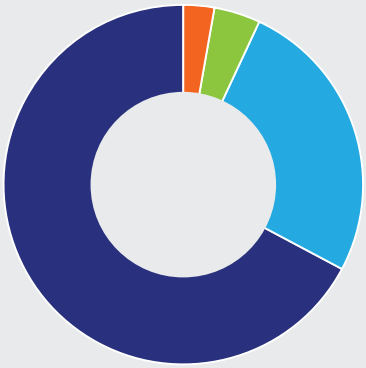
Sheldon Independent School District is a fast-growing school district situated in 53 square miles northeast of downtown Houston, Texas. The school district continues to grow in student enrollment faster than surrounding school districts. It's known for its rich history and innovative programs at every level from early learning to high school. SISD puts a focus on creating an environment where students can achieve and become who they desire to be.



DISTRICT PROFILE

11,000 STUDENTS

- **67%** Hispanic
- **26%** African American
- **4%** White
- **3%** Other



CAMPUS BREAKDOWN

13 CAMPUSES:

- **1** High School
- **1** 9th Grade Campus
- **1** Alternative School of Choice
- **2** Middle Schools
- **6** Elementary Schools
- **2** Early Childhood Academies



ACHIEVEMENTS

25% of students obtain dual enrollment college credit

33% of Early College High School students graduate with an Associate Degree

20% of seniors earn industry-based certifications

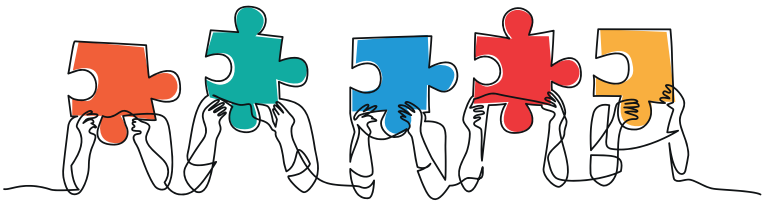
Choice and Innovative programs focus on:

- Performing and Visual Arts
- Dual Language
- Science, Technology, Engineering, and Mathematics
- Nursing Pathway to Registered Nurse
- Early College High School

Strategic Plan Design Team Members

The Sheldon ISD Strategic Plan is the culmination of a community-driven, collaborative effort involving numerous internal and external stakeholders. Although the level of input surpassed the individuals listed below, these participants played a pivotal role in transforming Sheldon ISD's vision for learning into a practical, actionable plan. The design team comprises diverse stakeholders, including district and campus staff, parents, teachers, and students.

DESIGN TEAM MEMBERS



CAMPUS AND DISTRICT STAFF

Charlotte Bennett
Academy Principal

Elizabeth Boone
Band Director

Misshunna Davis
Dean of Instruction

Taylor Deese
Elementary Teacher

Derek Fitzhenry
Athletic Director

Velia Gonzalez
Campus Office Manager

Rebecca Guidry
Campus Instructional Specialist

Misty Guinto
Special Education Specialist

Dr. Ronica Jacobs
Multilingual Coordinator

Rebecca Joseph
Director of Curriculum and Instruction

Sandra Matthieu
Superintendent Secretary

Angie Perez
Counselor

Joshua Raglon
Secondary Teacher

Jana Rolling
Elementary Principal

Dr. RoxAnne Wyatt
Director of Human Resources

STUDENTS

Natalie Espinosa
Elementary Student

Donald Stewart III
Secondary Student

PARENTS

Monica Bazile-Turknett

Angela Gaviria

Waldo Gaviria
Jenny Mendoza

Stephanie Rodriguez

SUPERINTENDENT

Dr. Demetrius McCall
Superintendent

CABINET

Karen Gallow
Deputy Superintendent

Abraham George
Chief Financial Officer

Dr. Brenda Dearmon
Assistant Superintendent of Administrative Services

Juan Duenas
Assistant Superintendent of Educational Services

Dr. Donald Stewart
Assistant Superintendent of Teaching and Learning

James Webster
Assistant Superintendent of Support Services

Emily Conklin
Executive Director of Communications

Landscape Analysis

As part of the Texas Strategic Leadership process, Sheldon collaborated with their Region 4 Education Service Center TSL Team team to conduct a landscape analysis. This process aided in identifying the current state of the district, highlighting strengths, and pinpointing areas with opportunities for improvement. The following themes emerged from the landscape analysis process.



Blank Student Assignments

146 RLA
150 Math



Campus Observation Responses

134 RLA
127 Math



Stakeholder Surveys

443 Family
1,329 Students
316 Teachers
15 Principal/Leaders



Submitted Artifacts

Various Documents

INSTRUCTIONAL FRAMEWORK AND CURRICULUM



- **Literacy** is a focus at Sheldon ISD. Text complexity and text-based responses are areas that provide opportunities to engage students to think critically. Reading and writing about complex texts are key to ensuring that more students can access and complete college and career pathways.
- Through **Professional Learning Communities** and analyzing student work products, Sheldon has focused on TEKS alignment. Though 100 percent of the reading and math assignments were aligned to grade-level TEKS, 45 percent of the instructional practices were grounded in research-based strategies. Thus, there is an opportunity in reading and mathematics to revise, implement, and monitor a districtwide instructional framework aligned to research-based instructional strategies (RBIS).
- Sheldon provides a variety of courses and programs that prepare students to meet their **college and career goals**. While students are aware of the opportunities, the district will define additional ways to engage parents in the process.

> *I appreciate that Sheldon ISD takes into consideration the opinions, not only from the teachers but also the students and parents. Being a part of the planning process and learning about the future and how the school district works has been very interesting as we plan for the future.*
>
> –**Waldo Gaviria**, *Sheldon ISD parent*

Landscape Analysis

STUDENT AND STAFF CULTURE



- Sheldon prides itself on having a **culture of high expectations**, positive relationships, and shared ownership for success. Eighty percent of reading and math students follow routines and procedures quickly and efficiently, maximizing instructional time.
- **Opportunities** exist for students to develop self-agency and academic behaviors. Students refer to posted artifacts such as daily schedules, routines, expectations, and norms in 34 percent of reading and 41 percent of mathematics classes across the district.
- The district continues to implement consistent school routines to foster **positive behaviors** and improve the student learning experience. While 79 percent of the students work collaboratively on most days, less than 35 percent of the students experience encouragement and acknowledgment from their peers or use common language related to school routines, transitions, and procedures.

TALENT AND PROCESSES



- **Coaching and feedback** are important to improving student performance. Though 58 percent of the teachers believe that the feedback they receive helps them improve the execution of their lesson, the district can provide coaching and professional learning so that instructional leaders are prepared to deliver effective feedback to increase teacher proficiency and to correlate the RBIS to the Texas Teacher Evaluation and Support System (T-TESS).
- Effective district **recruitment and retention strategies** seek to ensure effective teachers are placed in every classroom. Sheldon's Teacher Incentive Allotment plan completed its first year of designation to support the retention of highly-effective teachers. 44 percent of teachers believe leadership proactively recruits talent and addresses staffing challenges. As a result, Sheldon will continue to implement innovative practices to support campuses in recruiting and retaining highly effective teachers.
- District processes are an important part of the operations of the district. Sheldon will focus on creating a systemic approach to **supporting campuses and teachers** to ensure minimal disruption to student learning and optimal learning experiences for all students.

> *It helped me learn about the whole inner workings of the district. It gave me a better perspective about the work our educators are doing for the students.*
>
> –**Donald L. Stewart III,** *sophomore, C. E. King High School*

5-Year Goals 2024-2029



GOALS

1. The percentage of 3rd-grade students that score meets grade level or above on STAAR® Reading will increase from 35% to 46% by June 2029.

2. The percentage of 3rd-grade students that score meets grade level or above on STAAR® Math will increase from 35% to 49% by June 2029.

3. The percentage of 8th-grade students that score meets grade level or above on STAAR® Reading will increase from 34% to 47% by June 2029.

4. The percentage of 8th-grade students that score meets grade level or above on STAAR® Math will increase from 18% to 44% by June 2029.

5. The percentage of graduates that meet the criteria for College, Career, and Military Readiness will increase from 65% to 86% by August 2029.

Strategic Priorities

To achieve the vision, mission, envisioned experience, and student outcome goals, Sheldon ISD will focus on the following strategic priorities and initiatives:

Priority 1—Academic Excellence

To reach our academic goals, Sheldon will provide a high-quality curriculum, employ research-based strategies, and offer access to relevant, rigorous courses that cater to the needs of all students.

Initiatives:

- Instructional Framework and Professional Development
- Monitoring of Implementation of District-wide Expectations
- College, Career and Military Readiness

Priority 2—Family Engagement and Community Outreach

To increase parent engagement, Sheldon will employ effective communication strategies to actively involve families, staff, and partners in supporting the learning community.

Initiatives:

- Family Engagement with Curriculum
- District Branding with Consistent Communication
- Student Wellness

Priority 3—Talent Management

To ensure we have an effective teacher and leader on every campus, Sheldon will implement innovative practices to recruit, develop, and retain highly qualified staff members.

Initiatives:

- Processes and Procedures
- Onboarding Expectations and Training on Behavior and Content
- Recruitment, Retention and Compensation

Priority 4—Operational Excellence

To make every resource available to every student, Sheldon will utilize financial resources and operational systems to maximize student outcomes in safe, 21st-century learning environments.

Initiatives:

- Financial Grants
- Compliance
- Facilities and Operations including Bond
- Student Wellness

Priority 5—ONE Sheldon

To continue to build on the long traditions and sense of achievement of our community, Sheldon will foster community pride through supportive, positive learning environments.

Initiatives:

- Student Culture and Pride
- Staff Culture and Pride

Where Vision Becomes Legacy



BUILDING FOUNDATION FOR CONTINUED DEVELOPMENT

Our leadership team will collaborate with stakeholders to ensure that all milestones and benchmarks are achieved, thus guaranteeing the execution of the plan. We will monitor the performance of progress measures and make adjustments to meet or exceed our goals. As we persist in implementing our Sheldon ISD strategic plan, we will regularly update our district and community on our progress and journey forward.

SHELDON INDEPENDENT SCHOOL DISTRICT INTERIM GOALS

Student Outcome Goal	*Baseline 2024*	Interim Targets				
		Year 1 2025	*Year 2* 2026	*Year 3* 2027	*Year 4* 2028	*Year 5* 2029
The percentage of 3rd-grade students that score meets grade level or above on STAAR® Reading will increase from 35% to 46% by June 2029.	**35%**	**37%**	**39%**	**42%**	**44%**	**46%**
The percentage of 3rd-grade students that score meets grade level or above on STAAR® Math will increase from 35% to 49% by June 2029.	**35%**	**37%**	**39%**	**43%**	**46%**	**49%**
The percentage of 8th-grade students that score meets grade level or above on STAAR® Math will increase from 18% to 44% by June 2029.	**18%**	**28%**	**32%**	**36%**	**40%**	**44%**
The percentage of 8th-grade students that score meets grade level or above on STAAR® Reading will increase from 34% to 47% by June 2029.	**34%**	**36%**	**39%**	**42%**	**44%**	**47%**
The percentage of graduates that meet the criteria for CCMR will increase from 65% to 86% by August 2029.	**65%**	**72%**	**76%**	**80%**	**83%**	**86%**

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Sheldon ISD STRATEGIC PLAN 2024-2029

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DEVELOPED BY

REGION 4