Sheldon Independent School District

District Improvement Plan

2025-2026



Mission Statement

Sheldon Independent School District will maintain a safe environment where staff, parents, and the community work together to engage students in personalized learning opportunities to ensure they are college and career-ready.

Vision

Sheldon ISD is inspiring the best tomorrow through a premier education today.

Value Statement

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

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview

Sheldon ISD remains committed to using data-driven decision-making to improve student outcomes and ensure continuous growth across all campuses. The district academic team worked collaboratively to develop a plan for evaluating student performance, utilizing multiple data sources, including district-created assessments, interim assessments, state assessments, PEMIS reporting data, and staff parent engagement surveys. These data elements informed both the annual program evaluation and the comprehensive needs assessment, serving as the foundation for the development of the District Improvement Plan.

The academic team conducted these planning sessions on May 22, 2025, and June 5, 2025. The program evaluation and needs assessment processes were conducted with leadership team members and district curriculum coordinators, who played a crucial role in collecting and analyzing data to inform instructional and operational decision-making. Documentation, including agendas, sign-in sheets, and meeting minutes, was maintained for each session to ensure compliance and accountability.

Final copies of the district program evaluation have been posted in the leadership Google Drive for review and reference in future planning. The District-Wide Instructional Improvement Council will convene in September 2025 to formally review and approve the District Improvement Plan.

2024 - 2025 DWIIC Members

Member Name	Role		Member Name	Role
Alvarez, Jaquelin	Teacher		Mustin, Denise	Director of ECA
Armstrong, Fallon	Parent Engagement		Pfannstiel, Daniel	Director of Fine Arts

Member Name	Role		Member Name	Role
Baxter, David	Director of Transportation		Pinson, Veoletta	Business Partner
Blackey, Joy	Business Partner		Posada, Sheila	Assistant Principal
Bostick, Charity	Curriculum Coordinator		Putman, Kelli	Interventionist
Bradley, Leroy	Director of Safety		Ramirez, Yanira	Secretary
Broussard, Raechel	Director of PEIMS		Reynolds, Koleen	Teacher
Broussard, Wyanicka "Nickie"	Business Partner		Richardson, Wayne	Curriculum Coordinator
Bustillo, Jason	Teacher		Rolling, Jana	Principal
Caballero, Suzanne	Director of Multilingual Dept		Saleen, Mitchell	Curriculum Coordinator
Castillo, Rocio	Curriculum Coordinator		Sampson, Ashley	Director of Student Services
Clark, Irvin	Business Partner		Sanchez, Lorraine	Paraprofessional
Conklin, Emily	Director of Communications		Sandoval, Valeria	Parent
Dear, Heath	Director of Advanced Academics		Seals, Andre	Director of Technology
Dearmon, Dr. Brenda	Assistant Superintendent		Sprehe, Lisa	Teacher
Douget, Brooke	Director of Special Education		Spriggs, Nichole	Teacher
Duenas, Juan	Assistant Superintendent		Stewart, Donald	Assistant Superintendent
Edwards, Racquel	Teacher		Taylor, Bonita	Director of CTE
Fitzhenry, Derek	Athletic Director		Taylor, Lisa	Teacher

Member Name	Role		Member Name	Role
Freeman, Shlena	Curriculum Coordinator		Taylor, Shaquanda	Assistant Principal
Gallow, Karen	Deputy Superintendent		Thurman, Bobby	Lieutenant
Gonzales, Velia	School Secretary		Tillman, Glenn	Teacher
Gonzalez, Roberto	Principal		Tome, Genesis	Student
Haskew, John	Community Member		Vasser, Barbara	Director of Child Nutrition
Hayes, Lashonda	Parent		Villarreal, Marilu	Curriculum Coordinator
Henry, Latoya	Parent		Walker, Gloria	Teacher
Holdson, Shelly	Parent		Webster, JR	Assistant Superintendent
Holland, Shelley	Curriculum Coordinator		West, Britton	Teacher
Iracheta, Elida	Parent		Weston, Mesha	Teacher
Jackson, Shannon	Curriculum Coordinator		White, Darrell	Community Member
Jefferson Lavan, Diztorsha	Curriculum Coordinator		Whiting, Janice	SISD Title 1 Representative
Johnson, Sara	Teacher		Williams, Eugene	Director of HR
Joseph, Rebecca	Director of Curriculum & Instruction		Williams, Jennifer	Director of Counseling
Kassa, Lydia	Interventionist		Williams, Tacarra	SISD Title 1 Representative/ Director of Federal Programs
Kern, Hillary	Teacher		Wright, Daniel	Student

Member Name	Role		Member Name	Role
King, Liza	Parent		Wright, Lori	Curriculum Coordinator
Leal, Joel	Principal		Wyatt, Roxanne	Director of HR
Lundy, Trina	Teacher		Zalesnik, Rebecca	Innovations/STEM Director
Marmolejo, Frances	School Secretary		White, Darrell	Community Member
Martinez, Angela	Teacher		Whiting, Janice	SISD Title 1 Representative
Mills, Jumana	Principal		Williams, Eugene	Director of HR
Moore, Teresa	Curriculum Coordinator		Williams, Jennifer	Director of Counseling

The first Comprehensive Needs Assessment (CNA) meeting opened at 4:03 PM with Mrs. Williams facilitating. The session began with a review of the TEA Strategic Priorities. Participants shared that SISD's strongest focus this year has been on Career and Technical Education (CTE) and building a foundation in reading and math. They also emphasized that parent engagement is a critical priority for SISD, even though it is not explicitly listed by TEA. Mrs. Williams reviewed the purpose of the CNA process and walked participants through the Federal Programs Action Plan, highlighting the importance of each section. Attendees then worked in groups to answer four assigned CNA questions and identify data sources to review in the next meeting. Notes were taken on the provided documents, and Mrs. Williams offered guidance and feedback throughout the activity. The meeting concluded with an announcement that CNA Meeting #2 will be held on June 5, 2025. Mrs. Williams thanked participants for their collaboration, and the session ended at 5:09 PM.

Comprehensive Needs Assessment Meeting #2, held on **June 5, 2025**, continued the Comprehensive Needs Assessment process and utilized data to inform planning for the upcoming school year. Mrs. Williams opened the meeting by reviewing its purpose before transitioning into a data review and group work session. Parent Engagement Specialist Fallon Armstrong presented the results of the Parent Engagement Survey and highlighted key parent engagement activities from the 2024–2025 school year. Mrs. Williams then shared details from the ESSA Application, including the awarded funding for 2024–2025, projected eligibility for

2025–2026, and the areas where funds had the greatest impact on student needs. This information was also used to conduct the district's annual program evaluation. Participants worked collaboratively in groups to complete Part 2 of the CNA by reviewing relevant data, identifying two strengths and two weaknesses, and determining the root causes within their control. The findings were to be shared with district leaders to inform future planning. The meeting concluded with community announcements, recognition of parent and community representatives with gift bags, and closing remarks from Mrs. Williams.

District Targets for the 2025 - 2026 school year:

The preliminary 2025 state results were used to determine district needs.

Campus	2023-2024	2024-2025
Sheldon ISD	C / 75	C / 77
C.E. King High School	B	C
KASE	B	B
Royalwood Elem	C	B
Cravens ECA	C	C
C.E. King Middle	D	C
Null Middle	D	C
Sheldon Lake Elementary	D	C
Sheldon Elementary	C	B
Carroll Elementary	C	B
Sheldon ECA	C	B
Monahan Elementary	C	B
Garrett Elementary	C	C

The district will continue to focus on improving the teaching and learning process across all campuses. The district will also continue to implement the "Effective Schools Framework" model, which was introduced during the 2025-2026 school year.

To produce continuous improvement across all grade levels and student demographic populations, the following priorities will continue to be the primary targets for our work for the 2025-2026 school year as we continue to implement best practices to close achievement gaps:

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

4. Continue to monitor Best Practices with weekly classroom observations by continuing Alignment Walks with district and campus leadership and curriculum coordinators to ensure effective implementation.

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

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

Sheldon ISD - District Translation Procedure:

Sheldon ISD values the support and feedback of our parents and community. To ensure that the community is well-informed about 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 to building a strong home-to-school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language.

Demographics Summary

Sheldon ISD Enrollment Data by Grade Level

Grade Levels	2019- 2020	2020- 2021	2021 - 2022	2022-23	2023-24	2024-25
Total	10,063	10,199	10,570	10,990	11,028	10,946
Early Education Grade	24	14	24	27	37	27
Pre-K	583	415	483	521	497	454
Kindergarten	680	697	617	655	606	636
1st Grade	727	696	731	713	695	653
2nd Grade	685	730	693	732	723	723
3rd Grade	702	711	762	730	735	737
4th Grade	727	718	735	791	752	724
5th Grade	776	750	745	766	800	755
6th Grade	815	791	788	786	789	812
7th Grade	778	821	839	813	790	800
8th Grade	797	822	867	876	828	797
9th Grade	758	849	992	974	985	923
10th Grade	689	788	905	1,042	1013	1,050

Grade Levels	2019- 2020	2020- 2021	2021 - 2022	2022-23	2023-24	2024-25
11th Grade	672	697	783	849	989	966
12th Grade	650	691	606	715	789	889

District Enrollment by Ethnicity

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	10,092	10,199	10,570	10,990	11,028	10,946
African Americans	22.47%	23.6%	25.37%	26.17%	27.32%	27.96%
Hispanic	70.37%	69.4%	68.27%	67.66%	66.77%	66.59%
White	5.04%	4.7%	4.04%	3.74%	3.56%	3.16%
Asian	0.48%	0.5%	0.44%	0.42%	0.44%	0.49%
Economically Disadvantaged	83.5%	80.6%	86.68%	86.96%	86.50%	83.26%
LEP	31.5%	32.0%	27.22%	34.28%	35.39%	33.98%
Sp. Ed.	8.52%	9.2%	9.97%	10.92%	11.68%	13.44%
G/T	5%	5.2%	5.31%	5.24%	5.69%	6.29%

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
504	2.66%	2.6%	2.51%	2.56%	2.66%	2.61%

Teachers by Ethnicity (TAPR)

	2019-2020	2020-2021	2021 - 2022	2022-2023	2023-2024
African Americans	38.4%	38.8%	39.1%	43.2%	46.2%
Hispanic	28.6%	8.5%	29.9%	27.0%	27.6%
White	30.7%	29.0%	27.2%	25.7%	22.4%
American Indian	0.2%	0.3%	0.5%	0.8%	0.8%
Asian	1.0%	1.4%	1.1%	1.6%	1.4%
Pacific Islander	0.5%	0.5%	0.3%	0.3%	0.3%
Two or More Races	0.6%	1.6%	1.9%	1.4%	1.3%
Male Teachers	22.7%	24.2%	25.1%	27.2%	28.3%
Female Teachers	77.3%	75.08%	74.9%	72.8%	71.7%

Teachers by Years of Experience (TAPR)

Teachers by Years of Experience	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Beginning	16.5%	18.5%	8.7%	9.3%	40.2%
1-5 years	32.2%	35.0%	36.9%	40.2%	21.4%

Teachers by Years of Experience	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
6-10 years	19.3%	17.0%	21.2%	21.4%	21.4%
11-20 years	25.1%	23.2%	24.5%	19.5%	19.5%
Over 20 years	6.8%	5.6%		9.0%	9.0%

Student Achievement Summary

	Official 2025 SHELDON ISD														
	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance Domain 2B				Closing the Gaps Domain III			2025 Final Grade	
Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	CG Raw Score	Scaled Score	Rating	Score	Rating
SISD	39	71	C	68%	72	C	39	82.3%	78	C		75	C	77	C
GE	41	70	C	67%	75	C	41	82.8%	75	C	57	78	C	76	C
CE	42	71	C	72%	81	B	42	85.8%	77	C	67	85	B	82	B
ME	33	58	F	64%	71	C	33	87.7%	60	D	40	72	C	71	C
LE	37	64	D	68%	75	C	37	84.6%	69	D	63	82	B	78	C
RE	41	70	C	60%	66	D	41	90.1%	77	C	26	66	D	74	C
SE	46	74	C	74%	83	B	46	80.7%	81	B	76	91	A	85	B
NMS	38	70	C	65%	75	C	38	82.5%	79	C	56	79	C	79	C
KMS	39	71	C	62%	72	C	39	86.3%	81	B	38	72	C	78	C
KHS	40	74	C	67%	69	D	40	77.4%	80	B	53	73	C	78	C
K9	38	68	D	69%	71	C	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KASE	30	81	B	N/A	N/A	N/A	30	72.1%	85	B	N/A	N/A	N/A	85	B

Official 2025 SHELDON ISD

Official 2024 SHELDON ISD

	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance Domain 2B				Closing the Gaps Domain III			2024 Final Grade	
Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	CG Raw Score	Scaled Score	Rating	Score	Rating
SISD	36	69	D	61%	70	C	36	86.5%	75	C	30	74	C	75	C
GE	35	60	D	64%	71	C	35	90.0%	66	D	49	76	C	73	C
CE	41	70	C	68%	76	C	41	89.3%	77	C	41	73	C	76	C
ME	31	56	F	67%	75	C	31	92.5%	59	F	51	76	C	75	C
LE	33	58	F	56%	60	D	33	84.2%	60	D	26	66	D	62	D
RE	42	71	C	64%	71	C	42	91.7%	79	C	46	75	C	78	C
SE	40	69	D	70%	79	C	40	84.6%	74	C	54	77	C	78	C
NMS	30	58	F	55%	60	D	30	87.5%	60	D	35	70	C	65	D
KMS	34	64	D	55%	60	D	34	89.3%	74	C	33	69	D	69*	D
KHS	41	78	C	70%	74	C	41	82.8%	83	B	56	76	C	81	B
KASE	41	86	A	N/A	N/A	N/A	41	87.3%	88	B	N/A	N/A	N/A	88	B

Official 2023 SHELDON ISD

	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance Domain 2B				Closing the Gaps Domain III			2023 Final Grade	
Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	CG Raw Score	Scaled Score	Rating	Score	Rating
SISD	36	67	D	61%	70	C	36	87.0%	74	C	N/A	72	C	73	C
GE	35	60	D	58%	63	D	35	91.5%	67	D	15	61	D	65	D
CE	44	72	C	68%	76	C	44	89.3%	81	B	69	86	B	83	B
ME	32	57	F	65%	73	C	32	94.6%	60	D	31	69	D	69	D
LE	39	67	D	64%	71	C	39	86.3%	73	C	45	74	D	73	C
RE	41	70	C	62%	69	D	41	88.6%	77	C	47	75	C	76	C
SE	44	72	C	68%	76	C	55	80.0%	80	B	55	78	C	79	C
KMS	33	62	D	53%	58	F	33	89.9%	72	C	17	61	D	69	D

	Official 2025 SHELDON ISD														
NMS	31	59	F	52%	58	F	31	88.6%	69	D	21	63	D	67	D
KHS	40	72	C	73%	79	C	40	82.0%	76	C	60	78	C	79	C
KASE	31	84	B	N/A	N/A	N/A	38	86.3%	87	B	N/A	N/A	N/A	87	B

	Official 2022 SHELDON ISD														
	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance Domain 2B				Closing the Gaps Domain III			2022 Final Grade	
Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	CG Raw Score	Scaled Score	Rating	Score	Rating
SISD	35	60	D	72%	84	B	48	86.7%	86	B		72	C	82	B
GE	37	64	D	85%	92	A	37	90.6%	70	C		76	C	87	B
CE	48	76	C	86%	92	A	48	90.4%	85	B		78	C	88	B
ME	32	57	F	82%	90	A	32	93.8%	60	D		75	C	85	B
LE	40	69	D	76%	82	B	40	84.6%	74	C		71	C	79	C
RE	44	72	C	82%	90	A	44	89.4%	81	B		77	C	86	B
SE	43	72	C	86%	92	A	43	88.2%	80	B		79	C	88	B
KMS	32	60	D	68%	74	C	32	89.0%	70	C		69	D	73	C
NMS	28	56	F	64%	66	D	28	87.6%	59	F		69	D	67	D
KHS	38	85	B	73%	83	B	38	81.3%	83	B		73	C	80	B
KASE	24	88	B	N/A	N/A	N/A	N/A	87.6%	N/A	N/A	N/A	N/A	N/A	86	B

District Culture and Climate Summary

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

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

Needs Assessment for Parental/Community Engagement

The Sheldon Independent School District acknowledges that a child's education is a shared responsibility between the school and the family. As a result, Sheldon ISD conducted a district-wide parent survey to improve parent and family engagement in our schools. The survey also enables the district to collect and understand parents' opinions, perspectives, and perceptions of our schools, thereby improving the learning environment. The survey was made available on the district's website at **www.sheldonisd.com**. The input from parents and community members helped the district create a parent and family engagement plan to foster ongoing partnerships between families, communities, and schools. The goal of the District-Wide Instructional Improvement Council, which comprises all stakeholders, including parents and community members, is to develop a plan of action that offers workshops and training to guide parents as they participate in their child's education. We will also use their input to revise the survey for the upcoming school year. The following conclusions were generated:

Areas of Concern:

1. Parents felt that the campuses did not convey the information effectively enough.
2. Parents wanted to know more about how to help prevent bullying.
3. Parents want to know how to help their child(ren) with their homework to improve their academic performance.
4. Parents would like teachers to communicate regularly with parents regarding students' academic progress.

Staff Quality, Recruitment, and Retention Summary

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

1. Focus on Best Practices Framework

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

3. Ongoing professional development

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

5. Staff rewards, incentives, and recognition

6. Continuation of Professional Learning Communities (PLCs)

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

8. Focus on technology integration within the classroom

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

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

Curriculum, Instruction, and Assessment Summary

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

leaders:

1. Focus on Best Practices Framework

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

3. Ongoing professional development

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

5. Staff rewards, incentives, and recognition

6. Continuation of Professional Learning Communities (PLCs)

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

8. Focus on technology integration within the classroom

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

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

Family and Community Engagement Summary

The district leadership team is committed to strengthening family and community engagement as a cornerstone of student success. We recognize that building strong partnerships with parents, families, and the broader community creates the foundation for meaningful learning experiences. Our priorities include establishing campus Parent Teacher Organizations (PTOs), providing parents with capacity-building opportunities that directly connect to student achievement, and cultivating positive, welcoming environments where families feel valued. We are equally dedicated to maintaining safe and orderly campuses while respecting and embracing the diverse cultures represented in our community.

Technology Summary

The district is keeping up with technology by adding applications to ClassLink, making it easier for students, teachers, and parents to access the necessary tools. This year, our goals include securing proposals for more iPad carts and providing the necessary training for both teachers and students. All classrooms are now equipped with interactive boards, and the district encourages teachers to integrate educational apps that enhance student learning and experiences. To improve instructional planning, discussions about technology integration have been added to lesson planning expectations and PLC requirements. The district will continue to implement a technology rotation model to ensure every student has access to a 1:1 device, using technology as a critical resource to strengthen Tier 1 instruction.

Demographics

Demographics Summary

Sheldon ISD Enrollment Data by Grade Level

Grade Levels	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021 - 2022
Total	8,884	9,066	9,161	10,063	10,199	10,570
Early Education Grade	24	12	12	24	14	24
Pre-K	478	498	12	583	415	483
Kindergarten	608	577	630	680	697	617
1st Grade	606	641	614	727	696	731
2nd Grade	724	630	634	685	730	693
3rd Grade	699	737	647	702	711	762
4th Grade	699	708	749	727	718	735
5th Grade	697	691	709	776	750	745
6th Grade	693	724	716	815	791	788
7th Grade	628	692	715	778	821	839
8th Grade	628	692	691	797	822	867
9th Grade	657	633	640	758	849	992
10th Grade	649	667	632	689	788	905
11th Grade	576	631	645	672	697	783
12th Grade	518	577	619	650	691	606

District Enrollment by Ethnicity

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Enrollment	8,885	9,066	9,161	10,092	10,199	10,570
African Americans	21%	21%	20.8%	22.47%	23.6%	25.37%
Hispanic	70.5%	71.2%	71.9%	70.37%	69.4%	68.27%

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
White	6.6%	5.8%	5.3%	5.04%	4.7%	4.04%
Asian	.4%	.5%	.4%	.48%	0.5%	0.44%
Economically Disadvantaged	82.6%	77.5%	90.1%	83.5%	80.6%	86.68%
LEP	27.4%	27.5%	29.4%	31.5%	32.0%	27.22%
Sp. Ed.	7%	6.8%	7.1%	8.52%	9.2%	9.97%
G/T	4.82%	4.96%	5.1%	5%	5.2%	5.31%
504	1.92%	2.08%	0%	2.66%	2.6%	2.51%

Teachers by Ethnicity (TAPR)

	2016-2017	2017-2018	2018-2019	2020-2021	2021 - 2022
African Americans	34.4%	34.8%	35.5%	38.8%	39.1%
Hispanic	24.5%	27.6%	28.7%	8.5%	29.9%
White	37.9%	34.5%	33.1%	29.0%	27.2%
American Indian	.4%	.2%	0%	0.3%	0.5%
Asian	1.4%	1.4%	0.9%	1.4%	1.1%
Pacific Islander	.4%	.9%	0.7%	0.5%	0.3%
Two or More Races	1.1%	.7%	1.1%	1.6%	1.9%
Male Teachers	25.1%	24.2%	22.8%	24.2%	25.1%
Female Teachers	74.9%	75.8%	77.2%	75.08%	74.9%

Teachers by Years of Experience (TAPR)

Teachers by Years of Experience	2016-2017	2017-2018	2018-2019	2020 - 2021	2021-2022
Beginning	8.9	13.6%	6.8%	18.5%	8.7%
1-5 years	39.4	37.1%	38.4%	35.0%	36.9%
6-10 years	24.9	21.8%	20.7%	17.0%	21.2%
11-20 years	21.5	22.6%	27.4%	23.2%	24.5%
Over 20 years	5.2	5.0%	6.8%	5.6%	

'

Demographics Strengths

* Sheldon ISD is a fast-growing district.

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

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

* Enrollment and demographic populations were impacted due to the Pandemic. Enrollment is continuing to make gains as the 2021-2022 school year progressed.

Demographics Needs

Sheldon ISD has experienced an increase in the student population of 3 to 5 percent each year for the past few years. As a result, attention has been focused on monitoring district and campus initiatives and best practices that will have a positive effect on student achievement. Currently, Sheldon ISD is 82.6% economically disadvantaged with 63.4% of the students identified at-risk. Scores from the state assessments indicate a need to implement district-wide systems that will support all students. Support opportunities are provided for teachers to improve their knowledge, skills, and performance with specific teaching methods and behaviors.

Student Achievement

Student Achievement Summary

2022 SHELDON ISD														
	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance 2B			Domain	Closing the Gaps Domain III		Overall	
District / Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	Scaled Score	Rating	Score	Ratir
SISD	35	60	D	72	84	C	48	87	86	B	72	C	82	B
GE	37	64	D	85	92	A	37	91	70	C	76	C	87	B
CE	48	76	C	86	92	A	48	90	85	B	78	C	88	B
ME	32	57	F	82	90	A	32	94	60	D	76	C	85	B
LE	40	69	D	76	82	B	40	85	74	C	71	C	86	B
RE	44	72	C	82	90	A	44	89	81	B	77	C	86	B
SE	43	72	C	86	92	A	43	88	80	B	79	C	88	B
KMS	32	60	D	68	74	C	32	89	70	C	69	D	73	C
NMS	28	56	F	64	66	D	28	88	59	F	69	D	67	D
KHS	38	74	C	73	83	B	51	81	83	B	73	C	80	B
KASE	24	84	B	n/a	n/a	n/a	n/a	88	n/a	n/a	n/a	n/a	86	B

2021 SHELDON ISD														
	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance 2B			Domain	Closing the Gaps Domian III		Overall	
District / Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	Scaled Score	Rating	Score	Ratir
SISD	26	71	C	N/A	N/A	N/A	39	80.6%	85	B	68	D	80	C

2022 SHELDON ISD														
GE	21	48	not rated	N/A	N/A	N/A	21	88.7%	49	not rated	N/A	N/A	49	not r
CE	29	55	not rated	N/A	N/A	N/A	29	83.3%	55	not rated	N/A	N/A	55	not r
ME	21	48	not rated	N/A	N/A	N/A	21	90.3%	50	not rated	N/A	N/A	50	not r
LE	30	56	not rated	N/A	N/A	N/A	30	77.7%	56	not rated	N/A	N/A	56	not r
RE	35	35	D	N/A	N/A	N/A	35	87.9%	66	D	N/A	N/A	66	D
SE	27	53	not rated	N/A	N/A	N/A	27	81.0%	54	not rated	N/A	N/A	54	not r
KMS	22	54	not rated	N/A	N/A	N/A	22	83.1%	57	not rated	N/A	N/A	57	not r
NMS	22	54	not rated	N/A	N/A	N/A	22	83.1%	57	not rated	N/A	N/A	57	not r
KHS	34	76	C	N/A	N/A	N/A	47	75.0%	81	B	73	C	79	C
KASE	27	77	C	N/A	N/A	N/A	55	73.3%	85	B	71	C	82	B

2019 SHELDON ISD

	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance 2B			Domain	Closing the Gaps Domian III		Overall	
District / Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	Scaled Score	Rating	Score	Ratir
SISD	39	77	C	65	69	D	54	82.6%	90	A	74	C	85	B
GE	33	58	F	64	60	D	33	87.0%	60	D	55	F	59	F
CE	38	65	D	67	67	D	38	87.2%	72	C	70	C	71	C
ME	37	64	D	65	62	D	37	87.0%	70	C	68	D	69	D
RE	50	77	C	74	79	C	50	86.1%	86	B	76	C	83	B
SE	45	73	C	73	77	C	45	80.4%	80	B	77	C	79	C
KMS	35	65	D	61	59	F	35	88.9%	75	C	64	D	72	C
NMS	36	67	D	59	58	F	36	86.9%	77	C	53	F	70	C
KHS	41	81	B	73	83	B	41	80.1%	88	B	79	C	85	B
KASE	21	81	B	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85	B

Student Achievement Strengths

Student Achievement

Based on the 2022-2023 STAAR/EOC data, the following strengths were identified:

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

* Student achievement scores for all students increased

* The percentage of students at approaches increased

* The percentage of students at meets increased

* Closing the gap measure increased

Math Grades 3-8 and EOC Algebra I:

* Student achievement scores for all students increased

* The percentage of students at approaches increased

* The percentage of students at meets increased

* The percentage of students at masters increased

* Closing the gap measure increased

Writing for Grades 4th and 7th:

* Student achievement scores for all students increased

* The percentage of students at approaches increased

* The percentage of students at masters increased

Social Studies Grades 8 and HS EOC:

* The percentage of students at masters increased

Science Grades 5, 8, and EOC Biology:

* Student achievement scores for all students increased

* The percentage of students at approaches increased

* The percentage of students at meets increased

Student Achievement Needs

Based upon district data analysis and information provided by the STAAR/EOC exams, the following strengths and weaknesses were identified and will be addressed throughout the district improvement plan to reach the desired goals and expectations:

Elementary English Language Arts Strengths:

* Effective strategies in place such as Guided Reading to support the acquisition of knowledge and skills to provide early intervention in reading and writing.

* Some increase in student reading levels based on data collected from iStation

Elementary English Language Arts Weaknesses:

* Continued professional development to Increase teacher's content knowledge in both reading and writing to improve instruction.

*Use of real-time data to drive and plan for immediate instruction so that targeted instruction and planning for higher order questioning by teachers occurs.

Elementary English Language Arts Initiatives:

*Launch of multiple assessment tools such as District snapshots, district 9-week assessments, High-frequency word assessments in Grades K-2, Istation K-5, Circle Progress Monitoring PK, and DRA for all students.

*Targeted professional development on Guided Reading.

* Implementation of a district-wide writing focus.

Elementary Math Strengths:

* Sheldon ISD students are performing fairly well on standards that require basic skill knowledge and data analysis.

Elementary Math Weaknesses:

* Sheldon ISD students are performing below on state standards that requires multiple skills to complete in one test item. Test items that require a process standard are the areas of weakness for the students.

Elementary Math Initiatives:

* To help reinforce and maintain students' basic skill knowledge, Lone Star Math Target Practice Board will be implemented and utilized as a daily spiral review. District-wide problem solving will be provided for teachers and students to implement daily to support the process standards. This process will require students to communicate and justify their thinking.

* To ensure proper Tier 1 instruction using Guided Math, training will be provided to all Pre-K through 5th grade Math teachers. Teachers will begin to implement Guided Math at least 2 days a week during Tier 1 instruction to help students become proficient mathematicians with conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and mathematical confidence.

Elementary Science Strengths:

* According to the data, students performed higher in Reporting Category 1: Matter and Energy (65.63%) and Reporting Category 2: Force and Motion (65.38%).

Elementary Science Weaknesses:

* Data indicate that Reporting Category 3: Earth and Space is the area requiring the most for improvement (61.33%). Category 4: Organisms and Environments show a need for improvement as well (62.50%). The data also indicate that students had difficulty with questions that were dual coded with process standards that required them to analyze and interpret information or utilize models to show how something works.

Elementary Science Initiatives:

* Interactive Notebooks will be used in conjunction with hands-on explorations in grades K-5 to enhance the students' ability to think critically about concepts. In grades 1-5, common warm ups with spiraled TEKS will be used to improve retention and understanding of targeted concepts while daily science instructional time will be allotted and monitored.

Secondary English Language Arts Strengths:

* Fiction and poetry are strengths for all grade levels.

Secondary English Language Arts Weaknesses:

* TEKS Fig 19 A-F are the most difficult questions on the assessments. In ELA, other questions on the assessment are dual coded with Fig 19. which causes more questions to be answered incorrectly. More instruction is needed for comprehension strategies to be mastered.

* No district-wide resources available.

Secondary English Language Arts Initiatives:

* Reading instruction should focus on the comprehension strategies. The Comprehension Toolkit by Steph Harvey is the curriculum that should be used.

* Purchase Pearson materials for grades 8th and 9th

* A continued push should be made on Guided Reading in the middle school reading classes. Students that are not reading on grade level should be in a growth reading environment so that progress can be gain at reading on grade level.

Secondary Math Strengths:

* District data indicate grade 6-8 students are stronger in Reporting Categories 1 & 2– Numeric Representations and Relationships and Computations and Algebraic Representations.

* Middle School Algebra 1 data indicate students are strong in reporting categories 2-4.

Secondary Math Weaknesses:

* District data indicate grade 6-8 students must show improvement in Reporting categories 3 and 4- Geometry and Measurement and Data and Personal Financial Literacy.

* High School Algebra 1 EOC Data indicate that students must show improvement in all 5 Reporting Categories.

Secondary Math Initiatives:

- Utilize the 5-E Lesson plan model or Madeline Hunter to help teachers plan and implement TEKS aligned lessons
- Utilize Goalbook to differentiate lessons for all students including ELL and Sped students.
- Provide targeted interventions for students who are struggling to meet standards on Snapshots and 9 week assessments.
- Utilize Think Through Math to help close student gaps and/or accelerate instruction.

Secondary Science Strengths:

* Reporting Category 1: Matter and Energy

Students need to demonstrate an understanding of the properties of matter and energy and their interactions. (66.58%)

-8th Grade: Strongest readiness TEKS in this category 8.5B (79.94%)

Secondary Science Weaknesses:

* Reporting Category 2: Force, Motion, and Energy

Students need to demonstrate an understanding of force, motion, and energy and their relationships. (57.10%)

-8th Grade: Weakest readiness TEKS in this category 8.6C (59.45%)

-8th Grade: Weakest supporting TEKS in this category 6.8C (47.13%)

Process skills

8.2B Design and implement comparative and experimental investigations by making observations, asking well defined questions, formulating testable hypotheses, and using appropriate equipment and technology (47.5%)

Secondary Science initiatives:

* 8th Grade: On-going professional development support for Force and Motion TEKS by Coordinator and campus IC's. Continued utilization of CER (Claim Evidence Reasoning) framework in general instruction. The CER framework is designed to help students with productive talk and writing in the classroom. Scientific explanation is an essential component of the field of science; the framework will help students become proficient in explaining natural phenomena using scientific evidence and reasoning.

* Biology: Utilize Argument-Driven Inquiry or ADI for laboratory instruction. Argument-Driven inquiry is designed to give students an opportunity to use the core ideas and crosscutting concepts of science to develop an explanation or model about a natural phenomenon. It engages students in meaningful inquiry using methods of their own design. Additionally, it encourages students to learn how to generate an argument that articulates and justifies an explanation or model as a result of the inquiry process.

Secondary Social Studies Strengths:

* Interpreting political cartoons was a strength on the assessments. This shows evidence of learning concepts and summarizing the details of a given situation.

Secondary Social Studies Weaknesses:

* Primary documents that require inferencing skills to answer questions

* Drawing conclusions on events in a timeline in a given era

* Using inferencing strategies along with remembering concepts of historical events/situation/eras

Secondary Social Studies Initiatives:

* Reading instruction with a focus on the comprehension strategies. (The Comprehension Toolkit by Steph Harvey is the curriculum that should be used for Grade 8.)

* Vocabulary instruction is critical in this content area. Student must be able to deconstruct a word to identify the meaning.

* Experiential lessons will foster retention of the events/situation/facts that the students need to understand for the assessments.

District Culture and Climate

District Culture and Climate Summary

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

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

Needs Assessment for Parental/Community Engagement

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

Areas of Concern:

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

1. Focus on Best Practices Framework

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

3. On-going professional development

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

5. Staff rewards, incentives, and recognition

6. Continuation of Professional Learning Communities (PLCs)

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

8. Focus on technology integration within the classroom

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

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

Staff Quality, Recruitment, and Retention Strengths

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

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

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.

Staff Quality, Recruitment, and Retention Needs

The district continues to strive to hire the best teachers to work with students and to implement retention strategies to make employees feel valued while building a culture that is conducive to professional growth and development.

Curriculum, Instruction, and Assessment

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Family and Community Engagement

Family and Community Engagement Summary

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Family and Community Engagement Strengths

Needs Assessment for Parental/Community Engagement

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

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* Parents would like teachers to communicate regularly with parents regarding student academic progress.

Family and Community Engagement Needs

Results:

In order to begin meeting the needs of the parents and community, the district will continue to facilitate the following initiatives/targets during the

2016-2017 school year:

- Targets for Improvement:
    - Parent Center: The parent center is located at Triple E offering a variety of classes for parents and community members. Some evening classes will be offered in the C. E. King High School Annex.
    - The district will continue to develop effective lines of communication with parents and community members.
    - The District Parent Involvement Committee will revise the Parental Involvement Plan to meet the needs of all stakeholders and to ensure compliance with Public Law 107-110 Section 1118.
    - A parent survey will be conducted during the spring semester for each campus to increase customer satisfaction at the campus and district levels.

Parent Involvement Plan

Sheldon Independent School District recognizes that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. To support the goal of the schools to educate all students effectively, the schools and parents must work as knowledgeable partners. Parents are an integral component of a school's ability to provide for the educational success of their children. The schools are committed to meeting the diverse needs of parents and children. SISD acknowledges that engaging parents is essential to improve student achievement and that schools should foster and support active parental involvement.

The SISD Parent Involvement Plan, established in collaboration with the District Parent Involvement Committee and the District Administrative Team, includes programs and practices that enhance parental involvement and reflect the special needs of students and their families.

It is the goal of SISD to ensure an on-going partnership between families, communities, and school. We believe such a partnership is fundamental to the academic and social success of students. From this partnership a support will evolve that will have a positive effect on student achievement and will produce a sense of cooperative responsibility in ensuring excellence in the educational process.

The District actively supports and solicits parent and community volunteers. Parents are encouraged to actively participate in creating and implementing educational programs for their children (TEC, 26.001a).

In response to our stated commitment to actively involve parents and in compliance with the legal requirements of the No Child Left Behind Act of 2001, Sheldon schools established the following parental involvement plan.

PARENT INVOLVEMENT GOALS

To ensure greater opportunities for student success, the Sheldon Independent School District will strive to establish:

- **Positive working relationships between educators and families of all demographic populations.**
- **Strong parent involvement activities in grades PK – 12.**
- **Diverse communication channels between school and families.**

PARENT INVOLVEMENT PLAN

The staff of Sheldon ISD, with the support of Title I, seeks to involve parents in an effective home-school partnership in order to provide the best possible education for all our students.

1. Regular-Communication With Parents:

In order to build consistent, effective, and timely communication between the home and school, regular communication in both English and Spanish will include the following:

School Newspapers	Annual School Calendars
Parent – Teacher Reading Compact	Report Cards
District Newsletters	Special Event / Reminder Notices
Yearly Parent Conferencing	Homework/Conduct Folders
School / Assemblies (parents invited)	District/School Websites
Parent – Teacher Conferences	Phone Dialer System (IRIS)

2. Parent Training:

These are opportunities to help parents develop skills to use at home that support their children's academic efforts and social development. They provide parents with techniques and strategies, which they may utilize to improve their children's academic success and to assist their children in learning at home. A "Parent Needs Assessment Survey" is conducted at the end of each school year to identify areas of parental interest for future parent trainings. Some of these activities may include:

Parent Trainings/Workshops	Read Aloud	ESL Classes
Family Math/Science Night	Homework Help	Home-School Links
Literacy nights	Parent Resources	ESL Classes
Computer Skills Classes	Parenting Classes	Citizenship Classes
G/T Parent Awareness Session	College Nights	

Advanced Academics Parent Workshop (for Pre-AP, AP, Dual Credit information)

3. Parent Support:

A. Homework serves a number of purposes: to practice, extend, and enrich classroom learning, to develop responsibility and work habits to provide parents an opportunity to interact with their children and their education. Parents can support the school and their child's success by helping with homework in the following ways:

1. Help your child get organized. Remind him/her to bring home the homework folder and necessary materials to complete the assignments.
2. Agree upon a regular study time and stick to it.

3. See that your child has a regular, suitable study place, with good light, plenty of room, and no distractions (TV, phone, family noise, etc.).
4. Ask to see what your child has done each night and that it is returned to the teacher. Show an interest in what he or she does at school.
5. Contact the teacher if your child has difficulty understanding an assignment. Our goal is to help your child reach grade level standards and beyond.

B. Citizenship and Student Behavior:

Students are to display good citizenship in the cafeteria, on the playground, on the bus, and in the classroom. Staff and parents should work together to help children understand the meaning and importance of good citizenship and how to make the right choices.

C. Parent Visitation:

A wonderful way to show your child you are interested in his/her life at school is to visit the classroom. The school welcomes any parent who wishes to help through the school Volunteer Program. (Please contact the campus for additional information.)

D. Parent Participation:

Parent Involvement at the school and district levels are encouraged through the following committees:

- Parent Volunteer Program – Plans student activities and raises funds for the “extras” needed.
- School Representative - District-Wide Instructional Improvement Committee determines school improvement goals and prioritizes budget expenditures for specialized programs.

School-Parent Compacts- a document created by each K-8 grade campus to meet individual needs.

Other opportunities for participation include:

* Athletic Booster Clubs and Supporters

* Attendance/Drop-Out Recovery Officer

* Band and Choir Booster Clubs

* Band and Choir Concerts

* Breakfast with the Principal

* Bully Proofing/Caring Communities

* Campus/District TAPR Public Meetings

* Career Day at King Middle School

* Career Fairs and Guest Speakers

* Career Technology Education (CTE) Advisory Board

* College Night (KHS)

* Community and Business Donations

* Community Awareness Night by the KHS Chemistry Club

* Cultural Family Festival (Cinco de Mayo and African-American History Programs)

* District Facilities Committee

* District-Wide Instructional Improvement Council

* Doughnuts for Dads

* Dual Language (English/Spanish Language Programs)

* FFA Events and Booster Club Supporters

* Field Trips

* Financial Aid Night (KHS)

* Fire Safety Demonstrations

* LPAC Meetings for Limited English Speakers

* Make and Take It Sessions

* Math and Science Family Night

* “Meet the Teacher” Night

* Mentoring Programs

* Muffins for Moms

* Nurses’ Vision, Hearing, Scoliosis Screenings

* PALS Volunteer Program

* Parent Conference Day

* Parent – Teacher Organization (PTO/PTA)

* Parent Visitations to Campuses and Classrooms

* Planning for College (Early Childhood and Elementary Levels)

* Red Ribbon Week Activities

* School Fundraisers

* Social Worker for District

* Special Education Conferences and ARD Meetings

* Special Olympic Activities

* Spelling Bees

* Spirit of King - Food, Clothing, and Toy Drives During Holidays

* Student Health Advisory Committee (SHAC)

* Substitute Teacher Orientation and Training for Highly Qualified Teachers

* Summer Library Access (KMS)

* Transportation Safety Week

* U.I.L. Academic and Athletic Activities and Programs

* Volunteer Programs

To establish strong parent involvement activities in grades PK – 12, district and school staff will involve parents in appropriate training for service in voluntary instructional and support roles at schools. Parents will be invited to become active participants in their child's learning at every grade level, including membership in a variety of organizations. This goal will be accomplished through these activities and/or services:

* Academic Decathlon

* Art Students' Participation in Houston Livestock Show

* District-wide Art Show and Auction/Contest

* Athletic Booster Clubs

* Athletic Pep Rallies

* Band and Choir Concerts

* Band and Choir Booster Clubs

* Junior National Honor Society

* Campus Improvement Planning Committee

* Career Technology Education (CTE) Advisory Board

* Cheer Clinic and Fund Raiser

* Classroom Tutors

* Homecoming Block Party and Parade
* Sheldon Health Fairs
* Drama Productions
* Dyslexia Parent Meetings
* Elementary Spelling Bee Contests
* Freshman Orientation Day at KHS
* GT Parent Meetings and Parent Survey
* Graduation Ceremonies – HS and Kindergarten
* Holiday Lunches on Campuses
* Honors Night Dinner for HS Graduates
* Math – Science Parent Nights (Elementary)
* Libraries Book Fairs
* Lunch/Breakfast With Students
* Meet the Teacher Nights
* Open House Events
* Peer Assistance Leadership (PAL) Classes
* Red Ribbon Week Activities
* School Advisory Committee
* Sports Organizations Sponsor Check-Ups
* Student Health Advisory Committee (SHAC)
* Student Council Organizations
* Summer School Programs, Grades K-12
* Title I Parent Meeting and Parent Survey
* Tutors for Inclusive Intervention Model
* Veterans Day and Other Patriotic Programs
* Volunteer Recognition Activities

To establish diverse communication channels between school and families, district and school staff will use a variety of strategies and methods to promote clear, consistent, and effective two-way communications between staff and parents. This goal will be accomplished through these activities and/or services:

* Academic Parent Conferences Scheduled Through Early Release Days
* Agenda Books
* Daily Conference Times Upon Request
* District/Campus Newsletters
* District and Campus Websites and Web pages
* Email Communications
* Interpreters, Including Sign Language
* Marquees Informational Postings
* Monthly Cafeteria Menus Provided
* Parental Contact for Students Requiring Additional Assistance
* Progress Reports and Report Cards
* News Releases to Media
* Notifications to Parents of Programs, Activities, Events
* Student/Parent District Handbook

Sheldon Independent School District

Parent Center

Classes/Activities

- Book Club
- Parenting Classes
- Family Literacy Project: Pre-K/K/Elementary
- Keyboarding
- GED Classes

The Parent Center will be available to the community Monday through Thursday from 8:30 a.m. to 11:30 a.m. and 3:00 p.m. to 5:00 p.m. Parents will have access to computers to take self-directed classes, conduct job searches, improve resume writing skills, conduct research, complete applications, surfing the internet, and many other activities that will help support families within our community. Night ESL classes will be provided through Harris County Department of Education which will continue to be held at C. E. King High School Annex Tuesdays and Thursdays 6:00 p.m. to 9:00 p.m.

All classes and activities to be held at the Parent Center will be advertised through district-wide mailings, phone calls and/or take home flyers distributed to students on every campus. Keyboarding classes will be offered during the day and in the evening to accommodate the schedule of working parents. The class will be offered in English and Spanish during both sessions.

Technology

Technology Summary

The district has an adequate collection of technology equipment at each campus, in an effort to introduce our students to the global learning community, we need to add more modern technology. Our goal for the year includes proposals for additional iPad carts and the requisite training for teachers and students. We will continue to design projects that utilize BYOD skills. LOTE teachers will use Skype, Google Hangouts, and epals to foster relationships with students in other countries. Some teachers have interactive boards in the classroom. The district is utilizing resources to provide additional interactive boards in the classroom. The district encourages students to utilize educational apps that will guide their learning and experiences. Teachers utilize various resources to assist them in classroom lesson planning.

Teachers have been provided with computers for the classroom. The goal is to have one-to-one technology among students.

Technology Needs

There is a concern regarding the maintaining and updating of hardware and software due to lack of financial resources. This could have an impact on the quality and efficiency of integrated technology in the classroom as we continue to grow as a district in enrollment and with the addition of new devices and the opening of new campuses in the future.

The district currently has a Coordinator of Digital Learning along with two Digital Learning Specialists to provide ongoing training and support to the 12 campuses. The goal of the Digital Learning Team is to effectively impact the process of integrating technology in the classrooms. The model involves establishing and growing a core group of classroom teachers on each campus to become effective “users of technology” to support the curriculum and begin training other teachers on campus such as a trainer of trainers model. This core group of teachers participates in the teaching and learning process for utilizing technology applications to support 21st Century Learning Environments through the use of iPads and/or Chromebooks. For the 2017-2018 school year, an additional Digital Learning Specialists will be requested to assist with providing quality in-class support and training to our teachers as the district continues to grow in enrollment, build new campuses, and purchase additional devices while also supporting the expansion of new and innovative programs in the future.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:
By June 2026, SISD will increase its component score from 39 to 44 by increasing the percentage of students who score at the approaches level 9 points, the meets level by 9 points and master level by 7 points.

Performance Objective 1: By June 2026, SISD will increase its component score in ELAR from 36 to 48 by increasing the percentage of students who score at the meets level or above by 10 points in 3rd grade through English II.
SISD will increase the percentage of kindergarten students reading on grade level or above on EOY Kindergarten iReady, from 77% to 82%, iReady Assessment 1st grade from 46% to 51% and 2nd grade from 47% to 52%

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2026 STAAR and EOC assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and execute a literacy plan for grades Prek-5 to include embedded professional development in the Science of Teaching Reading, text complexity, text-based responses, and critical thinking for all instructional staff. High-quality instructional materials (HQIM) will be used support the implementation process and ensure success among all students. This strategy will assist all students in meeting the challenging state academic standards. (Description 1,8) August 2025, May 2026 **Strategy's Expected Result/Impact:** Formative: EOY reports, iReady reports for K-5 CLI MOY results for Pre-K Summative: STAAR reading results iReady Reports CLI EOY reports **Staff Responsible for Monitoring:** Deputy Superintendent of Academics Director of Curriculum & Instruction Director of Early Childhood Programs **Funding Sources:** Professional development - 211-Title I - $5,000, Professional development - 255-Title II - $10,000 , Instructional materials - 211-Title I - $20,000, Literacy Coaches - 255-Title II - $147,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: SISD will increase Kindergarten Readiness by 10% based on the TPEIR report by providing a full-day high-quality Pre-K program for ALL through a partnership with Fueling Brains.(Description 8). The focus will be on building executive functions through a thematic curriculum in Pre-K and Executive Function development in Pre-K, which will be assessed through brain development assessments 5 times during the school year. Strategy implemented in: July 2025, August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026. Progress Checks: BOY FB assessment MOY FB assessment (80% of students will be at developing (yellow brain) MOY CLI EOY FB assessment (80% of students will be proficient (green brain) EOY CLI- Increase from 80% to 85% on the overall Phonemic Awareness score of CIRCLE assessment **Strategy's Expected Result/Impact:** Increased scores on the BOY Kindergarten assessment, longitudinal success in elementary school **Staff Responsible for Monitoring:** Director of Early Childhood Programs **Equity Plan**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The district will offer an After-School Program that will provide enrichment activities and academic assistance in reading, mathematics, science, social studies, writing, and college and career readiness. Program and school-day staff will incorporate social-emotional learning activities to meet the whole child's needs. Program staff will attend workshops and training sessions to facilitate a high-quality program. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026, July 2026) **Strategy's Expected Result/Impact:** An increase in student percent score as measured by district assessment scores and state assessments; increase in daily attendance; and decrease in office referrals. **Staff Responsible for Monitoring:** After School Program Project Director Executive Director of Federal Programs and Grants **Funding Sources:** Fueling Brains Application, Professional Development, and Coaching - 211-Title I				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Writing instruction in Pre-K-5th grades will focus on writing in a variety of genres connected to reading texts with a focus on reading responses, constructed responses, and thematic and topic essays. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, and June 2026 **Strategy's Expected Result/Impact:** Increase reading/ writing STAAR scores Increase student proficiency in writing/ grammar skills Writing samples collected by unit and/or quarter (September, October, November, December, January, March, April, May) DCA STAAR - April Literacy Interactive Notebooks **Staff Responsible for Monitoring:** Campus administrators and CIS Curriculum coordinators Early Childhood Director				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement curriculum access tools, resources, and support to provide evidence-based, universally designed lessons and resources to support all students at risk for not meeting state standards, including summer school and small group intervention. August 2025, September 2025, October 2025, November 2025, January 2026, February 2026, March 2026, April 2026, June 2026, July 2026 **Strategy's Expected Result/Impact:** Improve overall performance of Tier I and II students on benchmark assessments. **Staff Responsible for Monitoring:** Assistant Superintended of Teaching & Learning Director of Curriculum and Instruction Director of Teaching and Learning				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Use HCDE grant awarded funds to facilitate an after-school science for all elementary campuses to motivate and engage students in reading, document written responses, and connect with parents Strategy Implementation in: October 2025, November 2025, December 2025, January 2026, April 2026, May 2026 **Staff Responsible for Monitoring:** Director of Federal Programs and Grants Campus Principals				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Utilize Title IV funds to enhance the French Foreign Language Program by offering students hands-on cultural and professional learning experiences. **Strategy's Expected Result/Impact:** Improvement in student achievement in foreign language **Staff Responsible for Monitoring:** Director of Federal Programs and Grants High School Principal CTE Director **Funding Sources:** Resources - 287-Title IV - $2,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2026, SISD will increase its component score from 39 to 44 by increasing the percentage of students who score at the approaches level 9 points, the meets level by 9 points and master level by 7 points.

Performance Objective 2: By June 2026, SISD will increase its component score in Math from 38% to 43% by increasing the percentage of students who score at the meet and master level or above by 5%.
SISD will increase the percentage of Kindergarten students grade level proficiency percentages in i-Ready from 59% to 61%, first grade from 52% to 55% and second grade from 44% to 50% based on their cohort of students.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In grades K-8, Sheldon ISD will implement the I-Ready Classroom Mathematics curriculum. August 2025 **Strategy's Expected Result/Impact:** Increased scores in local and state assessments. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide district-wide problem-solving materials and daily TEKS warm-up materials to support TEKS-based instruction for 1st-5th graders. **Strategy's Expected Result/Impact:** Improve problem solving skills in all areas and maintain TEKS based instructional skills. **Staff Responsible for Monitoring:** Elementary Math Coordinators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Secondary math teachers will be trained to create common formative assessments using Aware, i-Ready, and Bluebonnet Learning (for Algebra I). Results will be analyzed to make informed data-driven decisions. July 2025, August 2025, November 2025, March 2026, May 2026, August 2026, and September 2026 **Strategy's Expected Result/Impact:** Increase the quality of targeted instruction to meet the needs of all diverse learners. Formative: CFA's DCA's **Staff Responsible for Monitoring:** Secondary Math Coordinators	 Moderate Progress	 Considerable		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop and execute a professional development plan for PLC, Lesson Internalization, Power-Ups, feedback, and coaching. This includes focusing on TEKS alignment, the district instructional framework, and research-based instructional strategies (RBIS). August 2025, September 2025, November 2025, January 2026, April 2026, May 2026, June 2026 **Strategy's Expected Result/Impact:** Formative Assessments CER observation/Rubric Classroom Performance DCA Mock STAAR STAAR/EOC **Staff Responsible for Monitoring:** Curriculum Coordinators Instructional Coaches Campus Administrators	 Some Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2026, SISD will increase its component score from 39 to 44 by increasing the percentage of students who score at the approaches level 9 points, the meets level by 9 points and master level by 7 points.

Performance Objective 3: By June 2026, SISD will increase its component score on the 5th and 8th-grade Science from 33 to 38 by increasing the percentage of students who score at the meets and masters level by 5%.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development and resources to incorporate student-centered 3-D learning experiences through the utilization of inquiry-based teaching frameworks to support Tier 1 instructional needs. **Strategy's Expected Result/Impact:** Formative: Classroom Observations Interactive Notebooks (Science Journals) iplan Summative: DCA STAAR/EOC assessment data **Staff Responsible for Monitoring:** Curriculum Coordinators Instructional Coaches Campus Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and execute a professional development plan for PLC and Power-Ups, including lesson internalization, feedback, calibration, and coaching. This includes focusing on TEK alignment, the district instructional framework, and 3-D Learning. August 2025, September 2025, October 2025 **Strategy's Expected Result/Impact:** Formative Assessments CER observation/Rubric Notice & Wonder Routine Models iplan Classroom Performance DCA Mock/Interim STAAR/EOC **Staff Responsible for Monitoring:** Science Curriculum Coordinators Instructional Coaches Campus Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2026, SISD will increase its component score from 39 to 44 by increasing the percentage of students who score at the approaches level 9 points, the meets level by 9 points and master level by 7 points.

Performance Objective 4: By June 2026, SISD will increase its component score on Social Studies from 36 to 45 by increasing the percentage of students who score at the meets and masters level or above by 10%.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2026 STAAR and EOC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Kindergarten - 12th grade teachers will plan and align student products with deconstructed TEKS. Teachers will target writing throughout the content area and implement lessons with writing strategies, such as constructed response, quick writes, and various other writing strategies. **Strategy's Expected Result/Impact:** Formative Assessments Classroom Performance DCA Mock/Interim STAAR/EOC **Staff Responsible for Monitoring:** Social Studies Curriculum Coordinator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and execute a professional development plan for PLC, Power-Ups, internalization, feedback, calibration, and coaching. This includes focusing on TEK alignment, the district instructional framework, and research-based instructional strategies (RBIS). Professional Development Plan and District Framework completed in August 2025, September 2025, Lesson Internalization Protocol completed in July 2026 **Strategy's Expected Result/Impact:** Increased scores on TTESS Domain 1 Formative Assessments Classroom Performance DCA Mock/Interim STAAR/EOC **Staff Responsible for Monitoring:** Secondary Social Studies Curriculum Coordinator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop and execute focused intervention with differentiation and personalized learning after each campus and district assessment. Push-in, pull-out, and small group support and resources will be provided to assist teachers and targeted students with instruction by the high school Social Studies interventionist. (Description 1) Strategies Implemented in: August 2025, September 2025, November 2025, February 2026, April 2026, June 2025, July 2026 **Strategy's Expected Result/Impact:** Daily Formative Assessments Classroom Performance DCA Mock/Interim STAAR/EOC **Staff Responsible for Monitoring:** Secondary Social Studies Curriculum Coordinators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2026, SISD will increase its component score from 39 to 44 by increasing the percentage of students who score at the approaches level 9 points, the meets level by 9 points and master level by 7 points.

Performance Objective 5: By June 2026, the percentage of Emergent Bilingual students making at least one English proficiency level progress on TELPAS will be maintained at 38%.
By June 2026, the students in a bilingual program will make at least a 5% gain on iReady.
By June 2026, the LOTE student credit accrual for foreign languages will increase by 2%.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data, 2026 TELPAS data, the 2026 STAAR and EOC results and the CBE passing rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement bilingual (transitional and dual language) programs with fidelity at all elementary campuses and early childhood academies to acquire the program goals, including providing training, instructional materials, strategies for instruction, and monitoring implementation to assist Emergent Bilingual students, including Gifted and Talented and Special Education, in meeting the challenging state language and academic standards. Strategy implemented in July 2025, August 2025, September 2025, October 2025, November 2025, January 2026, February 2026, April 2026, May 2026, and June 2026. **Strategy's Expected Result/Impact:** Formative: Improve overall performance of EB and non-EB students on district assessments Improve language acquisition of EB and non-EB students on mClass assessments 2 way Dual Language program students will make gains in second language acquisition Transitional bilingual program students will continue to build first language foundation while improving second language acquisition Summative STAAR Results for 3-5 grade TELPAS progress iReady EOY reports in both languages **Staff Responsible for Monitoring:** Director of Multilingual Programs **Results Driven Accountability** **Funding Sources:** - 263-Title III - $50,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide supplemental language programs, professional development, and resources to support language acquisition and academic development of Emergent Bilinguals, including Gifted and Talented and Special Education, to meet the challenging state academic standards. Strategy implemented in July 2025, August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, and June 2026. **Strategy's Expected Result/Impact:** Formative: Improve overall performance of EB students on district assessments Student usage reports Summative: STAAR results TELPAS progress **Staff Responsible for Monitoring:** Director of Multilingual Programs **Results Driven Accountability** **Funding Sources:** - 263-Title III - $70,000, Supplies for Instruction - 263-Title III - $1,658.12				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students in Languages Other Than English in grades 6-12, will gain high school foreign language credit through actual class enrollment or credit by exam. Professional development and instructional materials will be provided to support the program. Strategy implemented in July 2025, August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, and June 2026. **Strategy's Expected Result/Impact:** Formative: CBE DCAs Summative: High school credit obtained AP Exam results **Staff Responsible for Monitoring:** Director of Multilingual Programs				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2026, SISD will increase its component score from 39 to 44 by increasing the percentage of students who score at the approaches level 9 points, the meets level by 9 points and master level by 7 points.

Performance Objective 6: By June 2026, 100% of students receiving special education services who are identified as performing below grade level in reading and/or math will receive targeted, data-driven instruction aligned to their individualized needs. At least 60% of these students will demonstrate a minimum 10% increase in their reading performance and math performance as measured by the STAAR Reading assessment and STAAR Math Assessment compared to their previous year's score.

Evaluation Data Sources: The district will review results from the district curriculum-based assessment data and the 2025 STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Beginning July 2025 and continuing through June 2026, Sheldon ISD will utilize the district's special education software program to monitor student progress on individualized education program (IEP) goals. By implementing a consistent, district-wide model to improve instructional practices across all elementary and secondary campuses, the special education department will provide ongoing training, instructional materials, evidence-based strategies, and support for fidelity of implementation. The focus will be on aligning instruction with grade-level academic standards while ensuring mastery of students' IEP goals. Progress will be reviewed monthly to drive instructional adjustments and increase student performance. August 2025/September 2025/October 2025/ November 2025/December 2025/January 2026/February 2026/ March 2026/ April 2026/May 2026/June 2026 **Strategy's Expected Result/Impact:** Formative DCA Improve overall performance for all special education students on benchmark assessments for all content areas STAAR Results Student' IEP goals/objectives mastery **Staff Responsible for Monitoring:** Special Education Teachers Special Education Program Specialist Special Education Coordinators Assistant Director of Special Education Executive Director of Special Education **Results Driven Accountability** **Funding Sources:** - 224-Special Education Grant Funds, - 199-General funds				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: During the 2025-2026 school year, Sheldon ISD will provide special education resource teachers, dyslexia interventionists, and special education paraprofessional staff with targeted training in intervention strategies, progress monitoring, and high-quality curriculum access tools. This training will equip staff to effectively support students receiving special education services in meeting the challenging state academic standards. Ongoing professional development and implementation support will be provided to ensure consistency and effectiveness across all campuses. August 2025/ September 2025/October 2025/November 2025/ December 2025/ January 2026/ February 2026/ March 2026/ April 2026/ May 2026/ June 2026 **Strategy's Expected Result/Impact:** Formative: Improved performance on district assessments Summative: Improved performance on STAAR and STAAR EOC Student IEP goals/objectives **Staff Responsible for Monitoring:** Special Education teachers Special Education Program Specialist Special Education Coordinators Assistant Director of Special Education Executive Director of Special Education **Results Driven Accountability** **Funding Sources:** Professional development, instructional materials, assessment materials - 224-Special Education Grant Funds, - 199-General funds				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2026, SISD will increase its component score from 39 to 44 by increasing the percentage of students who score at the approaches level 9 points, the meets level by 9 points and master level by 7 points.

Performance Objective 7: By June 2026, SISD will increase the percentage of College, Career, and Military Ready (CCMR) graduates by 10%.

Evaluation Data Sources: The district will review the results from SAT, ACT, IBC, and TSIA participation and performance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the number of TSIA successful students by 11% from 14% (140 students) to 25% (233 students) on TSIA Math and from 13% (122 students) to 28% (261 students) on TSIA Reading through the implementation of Texas College Bridge and TSIA Interventionists in a small group setting. (139 Reading students successful , 93 students successful in Math) August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026 **Strategy's Expected Result/Impact:** Formative: Quarterly TSIA, SAT, ACT participation and score reports Summative: End of Year Participation Reports (Target 85% juniors; 95% seniors); End of Year Senior Score Report = 36% college-ready of TSI criteria. The number of students (excluding ECHS and TSTEM) who complete dual credit applications will increase from 280 to 310. Impact: Students who have taken the assessment are more likely to enroll in post-secondary education **Staff Responsible for Monitoring:** KHS Principal, KHS Lead Counselor, KHS Counselors, Director of Guidance and Counseling, GEAR UP Coordinator, College Success Advisor, Director of Advanced Academics, Coordinator of Dual Credit **Funding Sources:** Preparation Materials - 274 GEAR UP Grant, TSI Assessments and Preparation Resources - 199-General funds	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide individual advising for secondary students to support post-secondary goals. (Description 10) August 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026 **Strategy's Expected Result/Impact:** Formative: Advising sessions; College and Career Center Tracking Data Summative: Kuder reports - Interest Inventory 80%; College and Career Tracking Data (Seniors 100%, Grades 10-12 - 75%, 8th grade 100% advising, **Staff Responsible for Monitoring:** Director of Guidance and Counseling and Gear-Up Coordinator Director of Career and Technical Education College Success Advisor Advise Texas Advisors **Funding Sources:** Kuder - 244-Perkins V Grant - $26,000, Instructional Resources and Materials - 274 GEAR UP Grant - $100,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide workshops and counseling support so that 100% of seniors apply for financial aid by submitting a FAFSA or TAFSA application. **Strategy's Expected Result/Impact:** Formative and Summative: TAFSA/FAFSA Reports Impact: Students who receive financial aid are more likely to pursue postsecondary education; impacts TEA high school graduation requirement for 2024 cohort. **Staff Responsible for Monitoring:** College Success Adviser, GEAR UP Coordinator, Director of Guidance and Counseling, KHS Counselors **Funding Sources:** Advising Resources and Personnel - 274 GEAR UP Grant				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Provide professional development and instructional resources to improve the quality of CTE programs, assist students in completing requirements for industry-based certifications and technical dual credit enrollment, and increase the number of students achieving certifications and technical dual credit certificates of technology. Increase the number of students in high need, high demand programs; particularly Health Science, Computer Science, Automotive, Cosmetology, Criminal Justice, Business, and other CTE cluster programs with related IBCs or dual credit courses. (Description 10, 12)

August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026, July 2026.

Strategy's Expected Result/Impact: Formative: 1) 85% percent of CTE teachers that teach a certification course will earn an industry-based certification for their required IBC .
(2) The curriculum department will collaborate with CTE WBL Coordinator each semester to develop and implement PBL activities to support CTE student performance in Math, Science, and ELA.
Summative:
(1) Earned certifications and technical dual credit certificates of technology.
a)The number of industry based certifications earned by seniors will increase to 20% of graduating seniors
b)) Enroll 150 CTE students in technical dual credit programs.
c)) Provide WBL experiences in all CTE clusters offered to students.

Impact: Students will gain knowledge and skills for success in the workplace. Students will be career ready with a dual credit certificate of technology or an industry based certification.

Staff Responsible for Monitoring: Director of Career and Technical Education
Work-Based Learning Coordinator
CTE Department Chairperson
CTE Department Principal/Curriculum and Instruction Principal

Funding Sources: Professional development and instructional materials - 263-Title III - $1,000, Instructional resources, materials, and professional development - 199-General funds - $10,000, Instructional resources, materials, and professional developm - 244-Perkins V Grant - $60,000

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide Work-Based Learning experiences/events for CTE students in 6th - 12th grades. (Description 12) August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026. July 2026 **Strategy's Expected Result/Impact:** Formative: The number of industry partners engaged with students will increase by 20% 15% of students from 6th grade (both middle schools) will participate in a work-based learning experience by June 2026. 20% of 7th grade students (both middle schools) will participate in a work-based learning experience by June 2026. 80% of 8th grade students (both middle schools) will participate in a work-based learning experience by June 2026. 20% of 9th and 10th grade students will participate in a work-based learning event by June 2026. 80% percent of Practicum and Level 4 courses are actively engaged with industry practices and have ongoing community partnerships and experiences. Impact: Students will learn about various careers and make a more informed career choice for their 4 year career plan in 8th grade and complete hands-on industry -based experiences for their program of study by 12th grade. **Staff Responsible for Monitoring:** Coordinator of Work-Based Learning Director of CTE. Middle School and High School Counselors Middle school CCE Teachers Principals **Funding Sources:** Supplies for Meetings - 199-General funds - $3,000, Extra Duty Pay for Teachers - 244-Perkins V Grant - $3,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide at least 1 campus, district AVID professional development and high-quality resources to increase schoolwide systems for college readiness by utilizing research-based WICOR strategies each semester (Fall of 2025 July 2025- December 2025, Spring January 2026-June 2026). **Strategy's Expected Result/Impact:** Formative: Sign-in sheets for teachers and AVID tutor professional learning and workshops. Summative: 100% of all AVID campuses meet Certification and Coaching Instrument (CCI) standards at a level of Schoolwide or Schoolwide Site of Distinction. Impact: Students develop soft skills and academic behaviors for success in advanced classes and postsecondary education. Early implementation on a continuum increases effectiveness. **Staff Responsible for Monitoring:** Director of Advanced Academics, Principals, AVID Site Coordinators, AVID Secondary Lead **Funding Sources:** - 199-General funds - $2,500, - 199-State Comp. Ed.	 Considerable			

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Collaborate with industry partners, community stakeholders, parents, partner IHEs, and instructors to provide high-quality resources and professional learning. All referenced stakeholders will assist in the development of career pathways and work-based learning opportunities for high-wage, high-demand careers in all CTE clusters offered in the district. Sheldon ISD will host a minimum of (4) meetings per school year. Events include CTE Career Quest Showcases, Cocoa, Cookie, and CTE, CTE Advisory Council Meetings, CTE Chat & Chew for Parents. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026. **Strategy's Expected Result/Impact:** Quarterly benchmarks Summative: Percentage of CTE concentrators who earn a TEA approved Industry Based Certification or 9 college hours/credits; the target is a 10% increase from the previous year. Impact: Students who graduate with credentials or college credit in high-quality programs of study can pursue high-wage, in-demand careers in Texas. **Staff Responsible for Monitoring:** Director of Career and Technical Education Work-based Learning Coordinator, CTE Department Chair, Counselors, KHS Academy Principals **Funding Sources:** - 199-General funds - $3,000, - 244-Perkins V Grant				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide instructional resources and professional learning to support Tech Apps TEKS and other evidence-based instructional strategies to support STEM integration. August 2025, September 2025, October 2025, January 2026 and February 2026 **Strategy's Expected Result/Impact:** Increase student knowledge and creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving, and decision making; digital citizenship; and technology operations and concepts. **Staff Responsible for Monitoring:** Campus principals, Executive Director of Innovative Program				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide all teachers of gifted and talented students with the initial 30 hours of professional development training in the core areas of Gifted and Talented education, including Identification and Assessment, Nature and Needs, Differentiation, Creativity, and Social and Emotional Learning. July 2025, August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026 **Strategy's Expected Result/Impact:** Eduphoria Reports Summative: (Eduphoria and PEIMS reports): All teachers with GT identified students will have completed the required 30 hours of GT training; the total number of teachers who have completed their 30 hours will increase by 10%/ Impact: Teachers who apply professional learning will identify GT students differentiate instruction, and increase the depth and rigor in the core content areas for GT students. **Staff Responsible for Monitoring:** Director of Advanced Academics and Gifted and Talented Specialist	 Considerable			

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Provide MECA students with technology devices to support instructional learning in dual-credit courses. August 2025, September 2025 **Strategy's Expected Result/Impact:** Aiming to increase the number of CCMR graduates. **Staff Responsible for Monitoring:** Director of Federal Programs and Grants Director of Advanced Academics				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2026, SISD will increase its component score from 39 to 44 by increasing the percentage of students who score at the approaches level 9 points, the meets level by 9 points and master level by 7 points.

Performance Objective 8: Implement tracking systems to monitor individual students' progress and schedule accelerated instruction and interventions that will support the improvement of students' progress from increasing the component score by at least 10% points.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2025 STAAR and EOC assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide additional interventionists and support staff to support campuses. The focus is on increasing the use of high-quality instructional materials for intervention classes as well as increasing the pedagogical practices within intervention courses. By doing so, campus instructional specialists will work with interventionists to develop effective Accelerated Learning intervention plans for students who are at risk for academic failure. (Description 1) August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026, July 2026 **Strategy's Expected Result/Impact:** Formative: Classroom Observations DCA mClass Apex iReady/ThinkUp Summative: STAAR/EOC CLI EOY Reports **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide special education resource teachers, dyslexia interventionists, and special education paraprofessional staff with training in intervention, progress monitoring, and high-quality curriculum access tools to support Special Education students in meeting the challenging state academic standards. (Description 1) October 2025/ January 2026/ April 2026/ June 2026 **Strategy's Expected Result/Impact:** Formative: Improved performance on district assessments Reading by Design Summative: Improved performance on STAAR in 3rd to 5th grade **Staff Responsible for Monitoring:** Executive Director of Special Education, Special Education Coordinator, Special Education Program Specialist and Special Education Teachers. **Funding Sources:** Professional development, materials for assessment - 224-Special Education Grant Funds, Student Materials - 199-General funds				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide professional development opportunities for Math Coordinators, Campus Instructional Specialists, and teachers to support the teaching and learning process based on high-quality instructional and data needs. **Strategy's Expected Result/Impact:** Attend Math conferences and other conferences such as CAMT, NCTM, and Lead4ward to support instruction and data analysis. Provide practice and modeling throughout 2025-2026.				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2026, SISD will increase its component score from 39 to 44 by increasing the percentage of students who score at the approaches level 9 points, the meets level by 9 points and master level by 7 points.

Performance Objective 9: Implement strategies to improve academic achievement in all programs including Fine Arts, Innovative Programs, and Advanced Academics.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers and other instructional staff will integrate content-specific software and digital instructional materials into the curriculum to develop and incorporate 21st Century Learning Skills, such as effectively using real-world tools and developing cultural literacy and global awareness, higher-order thinking, collaboration, creativity, curiosity, and risk-taking. This includes integrating academics and physical fitness into the physical education curriculum to support well-round instruction. August 2025, September 2025, November 2025, December 2025, March 2026, June 2026 **Strategy's Expected Result/Impact:** Formative: The measurement of the overall improvement of the core areas will be indicated through the integration of technology and digital tools. Student achievement will be determined through DCA, MOCK, and Interim Assessments. Summative: STAAR EOC TSIA2 **Staff Responsible for Monitoring:** Director of Curriculum and Instruction District Curriculum Coordinators Assistant Superintendent of Teaching and Learning Director of Teaching and Learning. **Funding Sources:** Instructional materials and programs - 287-Title IV - $5,500, Interactive System - 287-Title IV - $27,000, Instructional Materials to support Sheldon Elementary - 211-Title I - $1,900				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for students to expand their use of technology in order to improve academic achievement and digital literacy for all students through extension activities during the school day and through the implementation of a C-STEM program facilitated during the after-school program at elementary, middle, and high school levels. The process also supports the concept of a well-rounded education that includes exploring other cultures (music, languages, customs) using technology and other instructional resources. Novemeber 2025, December 2025, January 2026, February 2026, March 2026, April 2026 **Strategy's Expected Result/Impact:** Formative: Development of teacher skill set by completing an online assessment to deliver instruction Amount of time students participate in project development Summative: Student completion of products presented at the end of year C-STEM Challenge Day Competition (November 2024 - April 2025) **Staff Responsible for Monitoring:** Director of Innovative Programs and Director of Federal Programs and Grants				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: STEM Academy teachers will complete professional development in problem-based learning, attend one STEM conference, and collaboratively plan monthly during PLC time by campus and once per nine weeks by district. **Strategy's Expected Result/Impact:** Formative: DCA MOCK Summative: STAAR/EOC/TSIA2 **Staff Responsible for Monitoring:** Coordinator of Advance Academics, Director of Innovative Programs, Coordinator of Innovative Programs, and Secondary Principals **Funding Sources:** Instructional Materials - 199-General funds - $4,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The Early College and STEM/PTECH will provide high-quality instructional resources and support to maintain state designations for 2025-2026 academic year. **Strategy's Expected Result/Impact:** Formative: Outcome-based-measures (OBM) Summative: Early College - TSI Scores 15+ College Credits - 65% Completing College Core - 30% Associate Degree - 40% Direct to College Involvement 2 year or 4 year - 45% STEM/PTECH - 15+ College Credit - 55% Industry-Based Certification - 20% TSI Reading - 70% TSI Math - 55% **Staff Responsible for Monitoring:** Dean of Early College High School STEM/PTECH Academy Principal Director of Innovative Programs Director of Advanced Academics				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Sheldon ISD developed an effective school library program to provide students an opportunity to develop digital literacy skills and improve academic achievement through the use of literacy. (Description 13) **Strategy's Expected Result/Impact:** Monthly reports **Staff Responsible for Monitoring:** Librarians, Director of Innovative Programs				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: SISD will maximize student learning for All.

Overall Accountability Goal:

By June 2026, SISD will increase its component score from 39 to 44 by increasing the percentage of students who score at the approaches level 9 points, the meets level by 9 points and master level by 7 points.

Performance Objective 10: By Spring 2025 a 10% overall increase in STAAR/EOC growth from 41 percent of students in Spring 2024 to 51 percent of students in Spring 2025.

Evaluation Data Sources: STAAR/EOC data.

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

Performance Objective 1: By June 2026, the district teacher turnover will be maintained at 16%.

Evaluation Data Sources: The district will review the staff retention rate at the end of the 2025-2026 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide leadership training for all principals, assistant principals, district administrators, and district coordinators to improve teaching and learning as well as to develop a positive school culture and climate for all teachers, including inexperienced or out-of-field teachers. (Description 2) (This includes attending trainings and conferences to support building leadership capacity.) August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, June 2026, July 2026 Monthly principal PLCs, Monthly Assistant Principal PLCs, and monthly Academic Leadership Team meetings to improve tier I instruction. August 2025, September 2025, October 2025, November 2025, January 2026, February 2026, March 2026, April 2026, June 2026, July 2026 **Strategy's Expected Result/Impact:** Formative: Campus visits and observations Accountability binder review Summative: T-PESS Evaluation **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** Travel for Professional Development - 211-Title I - $1,898				

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Through the SISD Mentor Program, provide mentor support to inexperienced and out-of-field first-year and second-year teachers. (Description 2) August 2025, September 2025, October 2025, November 2025, January 2026, February 2026, March 2026, April 2026, June 2026, July 2026 **Strategy's Expected Result/Impact:** Formative: Training certificate for participants Sign-in sheets Program agendas Mentor results from observations Summative: Teacher survey New teacher survey results and post-needs assessment Teacher retention rates Program Evaluation **Staff Responsible for Monitoring:** Director of Teaching and Learning Mentors Principals **Funding Sources:** Mentor stipends and substitutes to support coaching model - 199-General funds - $25,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide training for the After School Program Project Director and Parent/Family Engagement Specialist by attending Local, State, and National Conferences and other workshops/training as required or deemed necessary to fulfill the requirement of the grant. Recruit future and retain current Sheldon ISD employees. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026, July 2026) **Strategy's Expected Result/Impact:** Increase program effectiveness in meeting program goals and expectations. **Staff Responsible for Monitoring:** Director of Federal Programs & Grants and the Project Director				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Create a marketing campaign to recruit, hire and retain future and current Sheldon ISD employees. **Strategy's Expected Result/Impact:** Assist recruitment at job fairs by establishing a robust website, marketing material and supplies for recruiting trips. **Staff Responsible for Monitoring:** Directors of Human Resources, Executive Director of Communications				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By Spring 2026, we will attract, support, and retain effective experienced teachers with an average years of experience not to fall below 5 years of experience.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To hire and maintain highly effective and appropriately state-certified teachers. July 2025, August 2025, October 2025, November 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026, July 2026 **Strategy's Expected Result/Impact:** Formative: Teacher certification Teacher reports Summative: Teacher certification Exception/Waiver reduced by 25% annually **Staff Responsible for Monitoring:** Director of Human Resources and Director of Multilingual Programs **Funding Sources:** Materials and resources to support recruitment - 199-General funds - $500, Materials and resources to support recruitment - 263-Title III - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development to support campus administrators in building and maintaining highly effective staff by implementing and conducting learning walks on each campus. (Provide mentors for all campus principals to support the attainment of campus goals and objectives.) August 2025, September 2025, October 2025, November 2025, January 2026, February 2026, March 2026, April 2026, June 2026, July 2026 **Strategy's Expected Result/Impact:** Formative: Tracking teacher performance on T-TESS Monthly walk throughs Summative: Teacher T-TESS results **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** Professional Development - Coaching and mentoring - 255-Title II - $15,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By June 2026, 100% of the campuses will meet all expectations at level one (Meets Compliance) on the parent engagement implementation rubric on building home/school partnerships.

Evaluation Data Sources: Parent and Family Engagement Implementation Rubric results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase family communications by using Parent Square as the district's sole two-way mass communication with families. Continue implementing the new website by updating district and campus websites monthly with state requirements and current events. Create a district Parent Engagement webpage that provides monthly parent newsletters with tips on supporting students with homework, includes district curriculum resources for parents, and updates state assessment information, all in languages parents can understand. Strategy Implement: July 2025, August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026 **Strategy's Expected Result/Impact:** Parents will opt in to receive text messages and will feel more informed of upcoming events and learning opportunities through email. Formative: Calendar of monthly parent/community events Number of opt-in messages Email responses Parent feedback sheets Spotlights in social media and newsletters Summative: Parent engagement surveys show parents feel informed Meet Parent, family and community engagement requirements for Title 3 **Staff Responsible for Monitoring:** Director of Communication & Community Partnership, Executive Director of Federal Programs & Grants, & Director of Multilingual Programs **Funding Sources:** Parent Engagement Newsletter - 211-Title I - $1,000, Supplies and materials needed - 263-Title III				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parents, business partners, and community members will actively participate in the decision-making process at the district level by serving on the District-Wide Instructional Improvement Council (DWIIC) for the 2025-2026 school year. Strategy Implement In: October 2025, November 2025, December 2025, January 2026, February 2026, and March 2026 **Strategy's Expected Result/Impact:** Parents and community members will be active participants in decision-making on the campuses. Formative: District-Wide Instructional Improvement Council (DWIIC) meeting agendas, sign-in sheets, and meeting minutes. Summative: Results from the parent/community surveys **Staff Responsible for Monitoring:** Director of Federal Programs & Grants **Funding Sources:** Supplies and materials for parent activities. - 211-Title I - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide staff, parents, families, and community members the opportunities to attend training and workshops, including resources, to build effective home/school/community partnerships that will support and impact student learning. This includes parents attending the Statewide Parent Involvement Conference. Strategies Implemented In: Monthly: July 2025, August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, and June 2026. **Strategy's Expected Result/Impact:** Formative: Sign-in sheets, agendas, minutes, handouts, etc. Calendar of monthly events Summative: Feedback sheet/Survey results Meet family, parent, and community engagement requirements for Title 3. **Staff Responsible for Monitoring:** Title I Parent & Family Engagement Specialist and Campus Liaisons Director of Federal Programs & Grants and Programs Director of Multilingual Programs Director of Early Childhood Programs **Funding Sources:** Title 1 District Parent Engagement Opportunities - 211-Title I - $1,000, Title 3 Parent/Family/ Community Engagement - 263-Title III - $6,000, Attend Parent Engagement Workshops and Events offered by Region 4 ESC - 211-Title I - $500, Parent & Family Engagement Specialist Salary - 211-Title I - $35,000, Parent & Family Engagement Specialist Salary - 269 21st Century After-School Program (Cycle 11) - $35,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Facilitate at least two parent engagement events per semester. Strategy Implement In: July 2025, August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026 **Strategy's Expected Result/Impact:** Formative: sign-in sheets Summative: Participation Impact: Parents will be able to implement strategies to advocate for and to support GT students **Staff Responsible for Monitoring:** Director of Advanced Academics, Gifted and Talented Specialist **Funding Sources:** - 199-General funds	 Considerable			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The CTE department will host monthly community engagement events related to the program of study, such as Chat and Chews and CTE showcases. Strategy Implement In: September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026 **Strategy's Expected Result/Impact:** Formative/Summative: Sign-in sheets Result: Increase community and family engagement in career planning and postsecondary readiness Impact: Students graduate with career and postsecondary plans, Industry Based-Certifications, or Dual Credit Hours/ Program **Staff Responsible for Monitoring:** College Success Advisor. GEAR UP Coordinator, Director of Career and Technical Education, and Work-based Learning Coordinator **Funding Sources:** Supplies and Materials - 199-General funds - $1,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Facilitate a reading program across the district to motivate and engage students and parents to read together while developing reading and language skills for all students through the "Little Free Libraries for Pre-K--5 and Sheldon READ program for grades 6-12." This project supports well-rounded instruction as the literature focuses on all content areas in English and Spanish, including STEM. Strategy Implementation in: November 2025, December 2025 **Strategy's Expected Result/Impact:** Formative: Number of parents/students picking up and returning books. Number of responses to parent feedback sheet. Summative: Number of parents/students picking up and returning books. Number of responses to parent feedback sheet. **Staff Responsible for Monitoring:** Executive Director of Innovative Programs and Director of Federal Programs & Grants **Funding Sources:** Literature books and instructional materials - 287-Title IV - $4,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide services and support to students identified as unhoused that will increase student performance, such as transportation, clothing, school supplies, social services, free/reduced meals, etc. Strategy Implement In: August 2025, October 2025, December 2025, January 2026, February 2026, April 2026 **Strategy's Expected Result/Impact:** Formative: Student information sheet Summative: Parent/Student survey/feedback **Staff Responsible for Monitoring:** Assistant Superintendent of Support Services	 Considerable	 Accomplished		

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Sheldon ISD will offer an After-School Program (Cycle 11 and Cycle 12) that provides support through workshops and training that are engaging and informative for parents, families, and community members and can positively impact student learning and overall growth. Strategy Implement In: August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026 **Strategy's Expected Result/Impact:** Parents will attend a minimum of two sessions throughout the school year. Parent engagement reports will be provided monthly **Staff Responsible for Monitoring:** After-School Program Project Director After-School Program Parent Engagement Specialist Director of Federal Programs and Grants **Funding Sources:** Supplies and Materials - 269 21st Century After-School Program (Cycle 11) - $1,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Sheldon ISD will provide unhoused children and youth support in enrollment, attendance, and success in collaboration with Harris County Community Youth Services to ensure academically successful students under the McKenney-Vento Homeless Assistance Act. (Description 6) August 2025, October 2025, December 2025, February 2026, April 2026 **Strategy's Expected Result/Impact:** Parents will feel supported that learning opportunities will be provided to their child. **Staff Responsible for Monitoring:** Assistant Superintendent of Support Services **Funding Sources:** CYS Worker - 199-General funds - $44,000	Considerable	Accomplished		

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Sheldon ISD will provide a Targeted Assistance program upon identification and in collaboration with Harris County Community, Youth Services to provide appropriate educational services for neglected or delinquent children in community day school programs. (Description 5) August 2024, October 2024, December 2025, February 2026, and May 2026 **Strategy's Expected Result/Impact:** Provide learning opportunities and support neglected students **Staff Responsible for Monitoring:** Assistant Superintendent of Student Services	Accomplished	Accomplished		

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By June 2026, Counselors will provide guidance counseling and individual/group counseling to 100% of students to support academic, social, and emotional learning.

Evaluation Data Sources: Office sign in sheets, Skyward guidance monthly reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The emotional Learning platform, PeekaPak for Kindergarten -5th-grade students and Character Strong for 6th-12th students, will be used to support the social-emotional learning of all students. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026 **Strategy's Expected Result/Impact:** Students will receive instruction in the classroom to improve academically, socially and emotionally. Pk - 12th - counselors will pull their monthly report on the number of students they have met individually or in small groups. Each campus's goal is to meet with 10 - 15% of its student population each month. **Staff Responsible for Monitoring:** Campus Counselors, Lead Counselors, Principals, Director of Guidance and Counseling				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Identified students in Tier 2 and Tier 3 needing additional social and emotional learning support will receive resources from Counselors, Wellness Interventionists, AWARE, and Communities In Schools Sight Coordinators. Strategy Implemented in: August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 202+, August 2026, September 2026 **Strategy's Expected Result/Impact:** Increase academic achievement and school attendance. Decrease behavior referrals. **Staff Responsible for Monitoring:** Director of Guidance and Counseling, Principals, Counselors, Wellness Interventionist				

No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Anonymous Alerts information

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the We Tip 2.0 program for students to report safety concerns. **Strategy's Expected Result/Impact:** Increased response to mental health and safety concerns. **Staff Responsible for Monitoring:** Director of Security & Emergency Management				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor all safety checkpoints included on the annual safety audit report to ensure compliance with processes and procedures on all district and campus facilities. August 2025, September 2025, October 2025, November 2025, February 2026, April 2026, May 2026 **Strategy's Expected Result/Impact:** All district and campus facilities will be 100% in compliance with processes and procedures to pass all checkpoints included in the annual safety audit. The district will review data provided by the annual safety report for each campus. **Staff Responsible for Monitoring:** Director of Security & Emergency Management **Funding Sources:** - 429 School Facility Enhancement Grant (Cycle 1) - $1,962,326				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide training for all educators and students in Suicide Awareness and Bullying Prevention through Safe Schools, STOP, Top Youth Speakers to improve school conditions for learning. (Description 1) August 2025, October 2025, December 2025, March 2026, and May 2026. **Strategy's Expected Result/Impact:** All staff who interact with students on a regular basis will be capable of responding to students experiencing trauma 100% of all educators who interact with students on a regular basis will complete Trauma Informed Care training. **Staff Responsible for Monitoring:** Asst. Supt. of Administrative Services Director of Human Resources				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize the TCHATT program in partnership with Texas Children's Hospital and Baylor University to provide mental health services for students experiencing onset psychosis, bipolar, or needing outside mental health services as measured by student referrals. **Strategy's Expected Result/Impact:** Students who are experiencing onset bipolar and psychosis or crisis will be able to access professional mental health services at no cost. **Staff Responsible for Monitoring:** Director of Guidance and Counseling				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Facilitate Police Interaction training for all high school students before graduation through the use of "Flashing Lights" police interaction video and/or student assemblies with the Harris County Precinct 3 Constables Office. **Strategy's Expected Result/Impact:** Students will gain awareness of how to interact with police should they be pulled over during a traffic stop or other incident. Police Interaction training dates listed on students' transcripts **Staff Responsible for Monitoring:** C.E. King High School Principal Director of Security & Emergency Management				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Secondary campuses will implement, Communities In Schools, Assurance Therapeutic Services to provide social-emotional responsive services and behavioral interventions before out-of-classroom assignments. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, September 2026 **Strategy's Expected Result/Impact:** Student discipline will be handled equitably, resulting in risk ratios of 2.5 or less in ISS placements of Special Needs students. **Staff Responsible for Monitoring:** Director of Guidance And Counseling, Student Wellness Interventionists, Campus Counselors, Campus Principals **Results Driven Accountability**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Sheldon ISD will utilize the A2A program to monitor and support school attendance on all campuses. (Description 4) **Strategy's Expected Result/Impact:** Increase attendance on each campus through monthly reports **Staff Responsible for Monitoring:** Assistant Superintendent of Educational Services				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Sheldon ISD will implement a district-wide PBIS program to support the efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with a high rate of discipline, disaggregated by each of the subgroups of students. (Description 11) March 2025, June 2025 **Strategy's Expected Result/Impact:** To reduce discipline referrals and students placed in OCS, ISS, etc., by reviewing data with assistant principals at monthly meetings. **Staff Responsible for Monitoring:** Assistant Superintendent of Student Services	 Considerable	 Considerable		

No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training in fiscal management for all campuses and departments. July 2025, August 2025, September 2025, October 2025, and February 2026 **Strategy's Expected Result/Impact:** Formative: Number of deferred affidavits submitted by each department Monthly tracking reports Summative: End of year tracking report **Staff Responsible for Monitoring:** Chief Financial Officer and Director of Federal Programs/Grants **Funding Sources:** Budget training - 199-General funds - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor the fiscal management for all campuses and departments to protect the assets of the district and to ensure that all financial transactions are performed in accordance with generally accepted accounting practices. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, June 2026, July 2026 **Strategy's Expected Result/Impact:** Formative: Percentage of Federal and State funds depleted by December, February, April, and June Summative: Periodic and End of Year Budget Reports Number of deferred affidavits submitted by each campus and department **Staff Responsible for Monitoring:** Chief Financial Officer and Director of Federal Programs and Grants **Funding Sources:** - 199-General funds - $600				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct regular budget meetings and training sessions to support the work of the campus and department secretaries to facilitate the following: 1. Review budget reports to ensure funds are spent appropriately 2. Ensure basic accountability 3. Address pressing management issues 4. Provide overall support 5. Ensure all expenditures support the overall goal of achieving academic success for all students August 2025, September 2025, October 2025, January 2026, and February 2026 (March 2026, April 2026, May 2026, June 2026 if warranted) **Strategy's Expected Result/Impact:** Formative: Meeting agendas and sign-in sheets Monthly budget reports reflect the following results: 1. 50% of Title I budget depleted by December 2025 2. 80% of the Title I budget depleted by March of 2026 3. 90% or more of the Title I budget depleted by May of 2026 Summative: Budget report (95% of funds depleted or encumbered by the end of the school year) **Staff Responsible for Monitoring:** Director of Federal Programs and Grants **Funding Sources:** Training - 199-General funds - $600				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop a process to analyze the district's current budget and align spending with district goals to verify that overall budget cost does not increase more than proportionate to student enrollment increase (excludes COVID-19-related expenses). November 2025, December 2025, January 2026 **Strategy's Expected Result/Impact:** Formative: Extract budget and expenses at the end of each month from Skyward Business Make budget transfers as needed to align with spending needs of the District Project expenses until the end of the year and compares against the established budget Monthly budget data and spending analysis by Chief Financial Officer Summative: Review final budget reports to ensure compliance with processes and procedures **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** - 199-General funds - $600				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Analyze the current use of resources to determine the impact on school improvements through program evaluation. October 2025 and May 2026 **Strategy's Expected Result/Impact:** Extract budget established for G/T, CTE, SPED, SCE, and BL from Skyward Business Project expenses for each category for the whole school year Compare total projected expenses to required percentage established by TEA **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** - 199-General funds - $600				

No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The tax rate is adopted and tax statements are sent out to the taxpayers. August 2025, September 2025, October 2025, November 2025 **Strategy's Expected Result/Impact:** Formative: Approval of tax rate by the Board of Trustees Tax Statements provided to the third party for mailing them out Summative: Current year tax collection report by the tax office, tax collection report to the Board of Trustees **Staff Responsible for Monitoring:** Chief Financial Officer				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor current year tax collections. Mail out the second round of tax statements to delinquent taxpayers. January 2026, February 2026, March 2026 **Strategy's Expected Result/Impact:** Formative: Top ten taxpayers are paid by the due date of January 31, 2026 Taxpayer concerns are addressed with tax collection attorney or with Harris County Appraisal District Summative: *March tax collection report showing at least 90% Collection of current year taxes **Staff Responsible for Monitoring:** Chief Financial Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: To strengthen district-wide PEIMS (Public Education Information Management System) compliance by implementing enhanced quality control measures.

Evaluation Data Sources: Monthly PEMIS Clerk Meeting Sign-In Sheets, Agendas, Minutes
District Round Table Meetings, Sign-In Sheets, Agendas, Minutes
Core Fall, Summer, and Extended Year Submission Reports
CRCD Submission
Campus Testing Coordinators Meetings, Sign-In Sheets, Agendas, Minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide comprehensive local and state testing training, and improve Skyward operations to ensure accurate data entry and reporting across campuses. August 2025, September 2025, October 2025 **Strategy's Expected Result/Impact:** Increase the accuracy of PEIMS submissions, reduce data errors identified during audits, and ensure 100% of staff responsible for data input receive targeted training throughout the school year **Staff Responsible for Monitoring:** Director of Research, Assessment, and Data				

 No Progress  Accomplished  Continue/Modify  Discontinue

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1			$0.00
1	6	2			$0.00
1	7	1	TSI Assessments and Preparation Resources		$0.00
1	7	4	Instructional resources, materials, and professional development		$10,000.00
1	7	5	Supplies for Meetings		$3,000.00
1	7	6			$2,500.00
1	7	7			$3,000.00
1	8	2	Student Materials		$0.00
1	9	3	Instructional Materials		$4,000.00
2	1	3	Mentor stipends and substitutes to support coaching model		$25,000.00
2	2	1	Materials and resources to support recruitment		$500.00
3	1	4			$0.00
3	1	5	Supplies and Materials		$1,000.00
3	1	9	CYS Worker		$44,000.00
5	1	1	Budget training		$1,000.00
5	1	2			$600.00
5	1	3	Training		$600.00
5	1	4			$600.00
5	1	5			$600.00
				Sub-Total	$96,400.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	6			$0.00
				Sub-Total	$0.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional development		$5,000.00
1	1	1	Instructional materials		$20,000.00
1	1	3	Fueling Brains Application, Professional Development, and Coaching		$0.00
1	9	1	Instructional Materials to support Sheldon Elementary		$1,900.00
2	1	1	Travel for Professional Development		$1,898.00
3	1	1	Parent Engagement Newsletter		$1,000.00
3	1	2	Supplies and materials for parent activities.		$500.00
3	1	3	Title 1 District Parent Engagement Opportunities		$1,000.00
3	1	3	Attend Parent Engagement Workshops and Events offered by Region 4 ESC		$500.00
3	1	3	Parent & Family Engagement Specialist Salary		$35,000.00
				Sub-Total	$66,798.00

255-Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional development		$10,000.00
1	1	1	Literacy Coaches		$147,000.00
2	2	2	Professional Development - Coaching and mentoring		$15,000.00
				Sub-Total	$172,000.00

263-Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$50,000.00
1	5	2	Supplies for Instruction		$1,658.12
1	5	2			$70,000.00
1	7	4	Professional development and instructional materials		$1,000.00
2	2	1	Materials and resources to support recruitment		$500.00
3	1	1	Supplies and materials needed		$0.00
3	1	3	Title 3 Parent/Family/Community Engagement		$6,000.00
				Sub-Total	$129,158.12

244-Perkins V Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	2	Kuder		$26,000.00

244-Perkins V Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	4	Instructional resources, materials, and professional developm		$60,000.00
1	7	5	Extra Duty Pay for Teachers		$3,000.00
1	7	7			$0.00
				Sub-Total	$89,000.00

224-Special Education Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1			$0.00
1	6	2	Professional development, instructional materials, assessment materials		$0.00
1	8	2	Professional development, materials for assessment		$0.00
				Sub-Total	$0.00

287-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Resources		$2,000.00
1	9	1	Interactive System		$27,000.00
1	9	1	Instructional materials and programs		$5,500.00
3	1	6	Literature books and instructional materials		$4,000.00
				Sub-Total	$38,500.00

274 GEAR UP Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1	Preparation Materials		$0.00
1	7	2	Instructional Resources and Materials		$100,000.00
1	7	3	Advising Resources and Personnel		$0.00
				Sub-Total	$100,000.00

269 21st Century After-School Program (Cycle 11)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Parent & Family Engagement Specialist Salary		$35,000.00
3	1	8	Supplies and Materials		$1,000.00
				Sub-Total	$36,000.00

429 School Facility Enhancement Grant (Cycle 1)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2			$1,962,326.00
				Sub-Total	$1,962,326.00

Addendums

Sheldon Independent School District

Administrative and District Information

Board of Trustees			**Expires**
President:	Position # 4	Fred Rivas	2026
Vice-President:	Position # 1	Angela Cormier	2024
Secretary:	Position # 7	Erika Martinez	2026
Members:	Position # 2	Latricia Archie	2024
	Position # 3	Eileen Palmer	2024
	Position # 5	Kristin Williams-White	2026
	Position # 6	Devora Myles	2026

Administrative Officials	
Superintendent	Dr. Demetrius McCall
Deputy Superintendent of Academics	Karen Gallow
Chief Financial Officer	Abraham George
Assistant Superintendent of Administrative Services	Dr. Brenda Dearmon
Assistant Superintendent of Student Services	James R. Webster
Assistant Superintendent of Educational Services	Juan Duenas
Assistant Superintendent of Teaching and Learning	Dr. Donald Stewart

District Officials	
Constable	Ken Jones
Executive Director of Special Education	Brooke Douget
Executive Director of Facilities	Dr. Raffat Saeed
Executive Director of Innovative Programs	Becky Zalesnik
Director of Multilingual Programs	Suzanne Caballero
Director of Teaching and Learning	Dr. Rachelle Ysquierdo
Director of Early Childhood	Dr. Denise Mustin
Director of Career and Technical Education	Bonita Taylor
Director of Guidance and Counseling	Jennifer Williams
Director of Federal Programs/Grants	Tacarra Williams

District Officials	
Executive Director of Communications	Emily Conklin
Director of Athletics	Derek Fitzhenry
Director of Operations & Safety	Leroy Bradley
Director of Transportation	David Baxter
Director of Child Nutrition	Robert Green
Director of Technology	Andre Seals
Director of Research, Assessment, & Data	Kelechi Bradley
Director of Human Resource	Eugene Williams
Director of Human Resource	Dr. Roxanne Wyatt
Director of Fine Arts	Daniel Pfannstiel
Director of Student Services	Ashley Sampson

Campus Administrators	
Principal, C. E. King High School	Jillian Howard
Dean of the Sheldon Early College High School	Nancy Orellano
Principal, 9th Grade Campus	Dr. Amber Grady
Principal, KASE	Jumana Mills
Principal, King Middle School	Edward Taylor
Principal, Michael Null Middle School	Roberto Gonzalez
Principal, Carroll Elementary	Dr. Veronica Garza

Campus Administrators	
Principal, Garrett Elementary	Chad Davis
Principal, Royalwood Elementary	Jesus Altamirano
Principal, Sheldon Elementary	Jana Rolling
Principal, Sheldon Lake Elementary	Jacqueline Herrera
Principal, Stephanie Cravens, ECA	Maria Vives
Principal, Sheldon ECA	Joel Leal
Principal, Monahan Elementary	Jenita Bolware

General Information	**Administration Building**	281-727-2000	**Tax Office**	281-727-2074	
Mailing Address	11411 C. E. King Pkwy	Houston, Tx. 77044	Mailing Address	11411 C. E. King – Suite A	Houston, Tx. 77044
Office Hours	School Year	8:00 AM to 4:00 PM – Mon. thru Fri	Office Hours	8:00 AM to 4:00 PM Mon.-Fri.	
	Summer Hours	7:00 AM to 5:00 PM – Mon. thru Thur			

❖ **Board Meetings** 3rd Tuesday of each month at 7:00 PM Administration Building ***District Website*** www.sheldonisd.com

District Enrollment (as of 7/2023)	10,133	Largest Taxpayer:	Equistar Chemical LP
School Instructional Employees (On Data Suites data 2023)	1,407 positions	2019 SISD Tax Rate:	$1.44 per $100 of value
Square Miles in District	52 sq miles	2020 SISD Tax Rate:	$1.50 per $100 of value

Sheldon Independent School District
District Self-Evaluation of District Improvement Planning Process
for
2023-2024

Sheldon ISD
Every Child, Every Day.

STATEMENT OF ASSURANCE: The District Academic and Administrative Support teams worked collaboratively to complete the Self–Evaluation of the District Improvement Plan from the previous school year (2022 - 2023) in order to establish goals and objectives for the 2023-2024 school year. The District Decision-Making and Planning Committee, known as the District-Wide Instructional Improvement Council (DWIIC), provided input into the development of the District Improvement Plan (DIP).

Demetrius McCall
Name of Superintendent
(Please Print)

Signature of Superintendent

Rachelle Ysquierdo
Name of DWIIC Chairperson
(Please Print)

Signature of DWIIC Chairperson
District Committee

Teresa Autry
Name of DWIIC Secretary

Signature of DWIIC Secretary

SISD DROP-OUT PREVENTION PLAN
GRADES 7 – 12

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

Affective Support:

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

Academic Support:

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

Coordination of Instructional Strategies, Programs, and Services

Provided by Sheldon ISD

2023-2024

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

HOMELESS EDUCATION PLAN

FOR
TITLE I SERVICES TO CHILDREN

Services provided to homeless students will include:

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

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

Revised 9.29.19

Sheldon Independent School District

2019 - 2023 Accountability Ratings Overall Summary								
	2019 Overall		2021 Overall		2022 Overall		2023 Overall	
Campus Name	Score	Rating	Score	Rating	Score	Rating	Score	Rating
SISD	85	B	78	B	82	B		
GE	59	F	49	F	87	B		
CE	71	C	55	F	88	B		
ME	69	D	50	F	85	B		
LE	N/A	N/A	56	F	79	C		
RE	83	B	66	D	86	B		
SE	79	C	54	F	88	B		
KMS	72	C	57	F	73	C		
NMS	70	C	57	F	67	D		
KHS	85	B	79	C	80	B		
KASE	85	B	82	B	86	B		

Campus Attendance Rates for Students

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate
Sheldon ISD	96.07	96.39%	94.14%	91.23%	92.10%
Cravens Early Childhood Academy	95.96	96.04%	93.31%	90.77%	90.80%
Sheldon Early Childhood Academy	93.78	95.19%	93.44%	90.96%	90.90%
Carroll Elementary	97.61	97.65%	95.69%	94.59%	94.50%
Garrett Elementary	97.44	97.22%	92.74%	93.30%	93.40%
Monahan Elementary	97.51	97.13%	94.68%	94.60%	93.90%
Royalwood Elementary	97.91	97.59%	95.65%	94.60%	94.30%
Sheldon Lake Elementary	N/A	97.27%	94.88%	93.27%	94.30%
Sheldon Elementary	97.72	97.12%	93.29%	93.82%	94.10%
M. R. Null Middle School	97	96.98%	96.26%	92.69%	93.30%
C.E. King Middle School	97.09	97.11%	95.84%	92.85%	93.90%
C.E. King High School	93.6	94.85%	93.14%	87.13%	89.30%
KASE	Flex-minutes	86.61%	66.27%	Flex-minutes	Flex-minutes

DISTRICT DISCIPLINE SUMMARY REPORTS
Comparison
2019 & 2020, 2021, 2022, 2023

Disciplinary Codes and Translations	District Totals				
	2019	2020	2021	2022	2023
02 conduct punishable as a felony.....	10	3	0	0	3
04 possessed, sold, or used marijuana or other controlled substance.....	50	82	13	111	162
05 possessed alcoholic beverage.....	3	13	1	4	6
11 used/possessed a firearm	1	0	0	0	0
14 used/possessed prohibited weapon.....	1	0	0	0	0
21 violation of C of C not included under TEC 37.005.....	3111	2,649	1091	9381	8575
22 criminal mischief.....	3	0	2	12	0
26 Terroristic Threat TEC 37.006 (a) (1)	3	0	2	3	5
27 assault against school employee/volunteer under Penal Code Section 22.02.....	19	2	0	5	2
28 assault under Penal Code Section 22.02 against someone other than a school district employee or volunteer.....	15	21	0	14	14
33 possessed, purchased, used or accepted a cigarette or tobacco product as defined in the Health and Safety Code.....	10	0	4	6	21
41 fighting/mutual combat.....	333	229	44	363	260

**Source: On Data Suite*

COMPARISON of 2021-2022 to 2022 - 2023	INCREASE	DECREASE	SAME
1. Student tobacco use (Code 33)	There was an increase that was mostly due to the use of vapes.		
2. Student alcohol or drug use (Codes 04 & 05)	Yes		
3. Student school violence (assault, threat, fighting) (Codes 27, 28, & 41)		Decrease	

Procedures for Reporting Allegations of Bullying

Sheldon ISD

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

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

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

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

Federal and State Funds

2023-2024

Title I Funds	Budget
Salaries	$594,000.00
Contracted Services	$8,495.00
Supplies and Materials	$8000.00
Travel	0.00
Capital Outlay	
Indirect Cost	$33,723.00
Total	$658,218.00

Title II Funds	Budget
Salaries	$457,620.00
Contracted Services	$10,427.00
Supplies and Materials	$2,000.00
Travel	$13,500.00
Indirect Cost 2.24	$6,617.00
Total	$490,164.00

Title III Funds	Budget
Salaries	$173,847.00
Contracted Services	$42,319.00
Supplies and Materials	$95,642.00
Travel	$27,000.00
Capital Outlay	
Indirect Cost	$4,636.00
Total	$343,444.00

Title IV Funds	Budget
Salaries & Extra Duty Pay	$133,498.00
Contracted Services	$7,000.00
Supplies and Materials	$22,100.00
Travel	$7,053.00
Capital Outlay	
Indirect Cost	$2,322.00
Total	$171,973.00

State Compensatory Education Funds	Budget
Salaries	$
Contracted Services	$
Supplies and Materials	$
Travel	$
Capital Outlay	$
Total	$

Glossary of Acronyms listed in the District Improvement Plan

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

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

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
    d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
   a. Interfere with a student's educational opportunities; or
   b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: Minimum Standards for Bullying Prevention[1] are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

[1] TEA Minimum Standards for Bullying Prevention: https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention