

Sheldon Independent School District
Stephanie Cravens Early Childhood Academy
2025-2026 Campus Improvement Plan



Mission Statement



At **Stephanie Cravens Early Childhood Academy**, we are dedicated to creating a warm, nurturing, and engaging environment where young learners begin their journey of **Understanding, Believing, and Succeeding**.

- **Understanding** – We foster curiosity and discovery, helping children develop a love for learning while building foundational skills for academic and social growth.
- **Believing** – We encourage confidence and self-expression, empowering each child to believe in themselves, their abilities, and their limitless potential.
- **Succeeding** – We create a supportive space where every child can thrive, achieve milestones, and develop the skills they need for lifelong success.

Value Statement

1. Core Belief

We believe each student can learn at or above grade level and will have an equal opportunity to do so.

Commitment

Each student will learn at or above grade level and have an equal opportunity to do so.

2. Core Belief

We believe family and community involvement is critical to student success.

Commitment

We will foster connections for families and community to support student learning.

3. Core Belief

We believe all learning environments should be supportive, safe, and secure.

Commitment

All school environments will be supportive, safe, and secure.

4. Core Belief

We believe effective teachers and leaders produce excellent results.

Commitment

We will recruit, support, retain, and recognize results-driven teachers and leaders.

Table of Contents

Comprehensive Needs Assessment 5

 Needs Assessment Overview 5

Priority Problem Statements 20

Comprehensive Needs Assessment Data Documentation 21

Goals 23

 Goal 1: SISD will maximize student learning for All. 23

 Goal 2: SISD will attract, develop, and retain highly effective personnel. 33

 Goal 3: SISD will promote parent/ community engagement. 37

 Goal 4: SISD will ensure a safe and positive environment. 40

 Goal 5: SISD will maintain and monitor systems to ensure financial responsibility across the district. 43

State Compensatory 45

 Budget for Stephanie Cravens Early Childhood Academy 45

Title I Personnel 46

Campus Funding Summary 47

Addendums 48

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Cravens ECA Campus Needs Assessment Overview 25-26

The Cravens ECA campus SBDM team convened twice in May and reviewed various campus data points to evaluate the overall goals for the district, to complete the campus program evaluation and to outline components of our 24-25 needs assessment. These steps were facilitated during the planning meeting on April 8, 2025, to gather input and evaluate our Parent Compact, Family Engagement Plan and Program Evaluation, and to start discussing the sources of data to use for the development of the 25-26 CNA and Strategic Priority Planning Sheet. On May 30th, the priority problem statements were discussed and narrowed to the topmost important.

The following members were present at both meetings:

Tiffany Cross (non-classroom professional), Norma Cotten (non-classroom professional), Priscilla Galvan (PK Teacher), Cindy Flores (Counselor/other School Leader), Tina Lacy (Sped. Teacher), Graciela Najera (K Bil. Teacher), Gabriela Diaz (Ancillary Teacher), (Teacher), Desirae Feemster (Assist. Principal/School Leader), Maria Vives (Principal), Mrs. Valeria Sandoval and Ms. Frances Mireles (parent Representatives), Leysa Cardona (paraprofessional), Leysa Cardona and Carmen Guzman (paraprofessionals), Kathie Cussen (K Teacher), Ms. Elisa Hill and Sochie Aguilar (Community Representatives), and Dr. Denise Mustin (District Administrator). The SBDM reviewed the EOY assessment data (CIRCLE, MCLASS (DIBELS and Lectura), FSA, I-Ready Reading and Math, and Kinder Math EOY), student and teacher attendance data, student discipline records, and parent and staff surveys to determine the needs and goals for the 2023-2024 school year.

As a Title 1 campus we follow all Title 1 Federal requirements. Our parent/family engagement policy was developed with our CUB PACK (Parent Committee) in our September Cub Pack meeting (09/08/24). Parents developed and approved the policy, and it was distributed (paper and electronically) to all families in both Spanish and English for 24-25 school year. During the May 30th SBDM meeting, the team developed the PFEP and the Parent-Teacher Compact. It is also included in the student handbook and made available to our community both at school, district office, North Channel Library, and Greensbrook Community Center.

We hold several flexible parent and family engagement events both in the fall and spring semester and documented in our Title 1 crate. Events are held on different dates, locations, and times, with information in both languages.

Data Measures Demographics:

Stephanie Cravens Early Childhood Academy has a student population of approximately 556 Pre-K 4 and Kindergarten students. The school serves early childhood students who live in the south/west area of the district. It is mainly a neighborhood school. The student body is 91% economically disadvantaged, which qualifies our campus as a Title 1 school-wide campus. The student body consists of 74.10% Hispanic, 21.04% African American, 2.52% White, and 2% other. Approximately 48.92% of our student population is

identified as EB/English Learners, 11.69% is Special Education and 64.39% are identified At-Risk.

Student Enrollment

Year	Enrollment
2016-17	630
2017-18	581
2018-19	651
2019-2020	630
2020-2021	535 (Covid Remote Year)
2021-2022	613
2022-2023	666
2023-2024	577
2024-2025	556

Student Longitudinal Demographics by Ethnicity

Ethnicity	2018	2019	2020	2021	2022	2023	2024	2025
Hispanic	79	77	72	70	71	70.12	71.4%	74.10%
American Indian	0	0	.3	0.6	.73	0.30	00	0.54%
Asian	.5%	.6	.5	0.4	.18	.75	00	0.36%
African American	16.5%	15	18.9	22	23	24.47	24.09%	21.04%
Native Hawaiian	0	0	0	0	.18	0	0	0
White	3%	5.5	7.3	6	3.81	2.70	3.47%	2.52%
Two or More Races	1.5	1.4	.7	2	2	0	.69%	1.44%

Student Demographics by Gender

Gender	Campus
Male	48.92%
Female	51.08%

Student Demographics by Special Populations

Special Population	Campus
Special Education	11.69%
EB/EL Students	48.92%
Gifted & Talented	1.5%
Section 504	0.15%
Economically Disadvantaged	88.5%

Staff Demographics by Ethnicity

Ethnicity	Campus	District
Hispanic	48.6%	28.5%
AA	14.3%	38.8%
White	37%	29%
2 or more races	0	1.6%

Staff Demographics by Gender

Gender	Campus	District
Male	5.7%	24.2%

Gender	Campus	District
Female	94.3%	75.8%

Staff Demographics by Years of Experience

Years of Experience	Campus
Beginning	3 - 8%
1-5 years	7 - 20%
6-10 years	5 – 14.3%
11-20 years	10 – 51.4%
21- 30 years	2 – 5.7%
Over 30 years	0 - 0

Attendance Data:

22-23 Student ADA	23-24 Students ADA	24-25 Student ADA
90.7%	91.4%	91.97%

Strengths and Problems:

Demographics: 556 students 91..97 % ADA	Strengths: • Diverse student body • Multilingual backgrounds • Socioeconomic variety enrich the learning environment	Problem Statement: This year we did not meet our goal of 93% ADA, we had excessive tardies, and leave earlies. Root Cause: Excessive unexcused absences, low parental commitment to early childhood education. Elementary schools did meet the 93% goal, indicating that parents of EC students need to understand the importance of early intervention. Gaps in learning created by amount of instruction missed.
	Problems: • Chronic tardiness • Early pick-ups • Late buses • Reduced bilingual population • Limited parental experience in navigating school systems due to generational or age factors	

Data Measures Student Achievement:

Our students enroll in school at all different levels and abilities. Our overall goal is to facilitate the learning of all students so that they all master the required skills set by the state

to be successful in school and in their next grade level providing them with a well-rounded education. Based on assessment data, surveys, attendance and discipline data, the following strengths and needs were identified by the campus improvement committee.

Pre-K DATA

CLI English			CLI Spanish		
Skill	EOY 24-25	EOY 23-24	Skill	EOY 24-25	EOY 23-24
PA Overall	On-Track 83% - 6%	On-Track 89%	PA Overall	On-Track 80% - 15%	On-Track 95%
Math Overall	On-Track 86% - 3%	On-Track 89%	Math Overall	On-Track 92% - 2%	On-Track 94%
Book and Print	On-Track 67% - 15%	On-Track 82%	Book and Print	On-Track 72% - 21%	On-Track 93%
LS	On-Track 89% - 2%	On-Track 91%	LS	On-Track 89% - 7%	On-Track 96%

Kindergarten DATA:

KG Math EOY 24-25 Overall		
	Exceeds Expectation	Meets Expectation
Cravens ECA	72.45%	8.16%
Economic Disadvantage	69.77%	9.30%
American Indian/Alaskan Native	100%	0%
Black/African American	0%	33.33%
Hispanic	73.91%	7.61%
White	100%	0%
Currently Emergent Bilingual	74.47%	7.45%
Special Ed Indicator	45.45%	18.18%
Sheldon ECA	44.07%	27.97%
Economic Disadvantage	42.45%	28.30%
American Indian/Alaskan Native	100%	0%
Hispanic	43.59%	28.21%
Currently Emergent Bilingual	44.07%	27.97%
Special Ed Indicator	33.33%	11.11%

KG E RLA FSA 4 (24-25)							Growth From Previous FSA
	Total Students	Exceeds	Meets	Approaches	Below	CS	
SISD	362	29.56%	21.55%	14.64%	26.80%	51%	-9%
Cravens	171	33.92%	15.79%	14.62%	20.47%	50%	-11%
KG S RLA FSA 4 (24-25)							Growth From Previous FSA
	Total Students	Exceeds	Meets	Approaches	Below	CS	

KG E RLA FSA 4 (24-25)							
KG S MClass EOY (24-25)							Growth From
	Total Students	Above	On Level	Below	Well Below	CS	Growth from BOY
SISD	234	67.00%	27.00%	3.00%	3.00%	94%	5%
Cravens	115	79.00%	17.00%	3.00%	1.00%	96%	10%

KG Math EOY 24-25 Overall			
	Exceeds Expectation	Meets Expectation	A
Cravens ECA	72.45%	8.16%	
Economic Disadvantage	69.77%	9.30%	
American Indian/Alaskan Native	100%	0%	
Black/African American	0%	33.33%	
Hispanic	73.91%	7.61%	
White	100%	0%	
Currently Emergent Bilingual	74.47%	7.45%	
Special Ed Indicator	45.45%	18.18%	
Sheldon ECA	44.07%	27.97%	
Economic Disadvantage	42.45%	28.30%	
American Indian/Alaskan Native	100%	0%	
Hispanic	43.59%	28.21%	
Currently Emergent Bilingual	44.07%	27.97%	
Special Ed Indicator	33.33%	11.11%	

KG E iReady EOY (24-25)						
	Total Students	Mid/Above	Early On	One Below	CS	Growth from MOY
SISD	352	39.00%	36.00%	26.00%	75%	29%
Cravens	174	34.00%	36.00%	30.00%	70%	26%

	KG S iReady EOY (24-25)					
	Total Students	Met	Partially Met	Not Met	CS	Growth from MOY
SISD	233	81.00%	14.00%	4.00%	81%	29%
Cravens	114	88.00%	10.00%	2.00%	88%	34%

	KG E MClass EOY (24-25)						
	Total Students	Above	On Level	Below	Well Below	CS	Growth from BOY
SISD	370	43.00%	30.00%	9.00%	18.00%	73%	20%
Cravens	175	50.00%	29.00%	7.00%	14.00%	79%	25%

Student Achievement: MCLASS, I-Ready, FSA, EOY Math Assessments and CLI reports.	Strengths: Strong performance in I-Ready and M-Class assessments
	Problems: Low CLI scores, our CLI scores dropped across the board

Problem Statements:

- Low CLI scores, our CLI scores dropped across the board, some by 20% or more.

Root Cause:

Frequent staff absences affecting instruction

- High Pre-K speech referrals
- Limited small-group instruction
- Academic gaps likely stemming from early pandemic disruptions

Student achievement, especially in literacy, continues to show areas of improvement. Our campus will address this need by providing quality, targeted professional development in literacy that will impact classroom strategies, data-driven instruction, and the implementation of best practices. We will also provide teachers with high-quality materials to overcome the lack of exposure students have at home.

Family And Community Involvement:

Cravens ECA, has developed a strong CUB Pack. Our volunteers support our campus in everything we might need with over 4,000 volunteer hours recorded. The Parent Compact is developed with them and they are our biggest advocates with the community. Communication between school and parents is constant through many mediums such as Parent Square, Peak of the Week and monthly bulletins sent paper/electronic. Every month the school holds a Fun Run to instill healthy habits in our families. This past year we held over 6 academic nights/events where parents could receive information on how to better help their child at home, our needs as a school when it comes to increasing our scores, and family academic activities in science, math and reading. This is our second year of having Watch DOGS, with good success.

Parent survey results 2024:

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
The school gives instruction that meets the individual needs of my child.	54%	39%	2%	5%	0%
My child's school gives excellent academic counseling and/or career planning services.	43%	23%	20%	3%	1%
Overall, I am satisfied with the teachers and staff at this school.	69%	24%	7%	0%	0%
Campus administration does a good job operating my child's school.	83%	9%	4%	2%	2%
Teachers make learning interesting and relevant.	75%	16%	9%	0%	0%
The school is kept clean and in good condition.	90%	10%	0%	0%	0%
My child's school has explained the different tests used to determine student academic achievement to me.	41%	28%	22%	4%	0%
My child feels safe at school.	73%	25%	2%	0%	0%
My child feels safe on the bus.	24%	38%	37%	1%	0%
My child's school is proactive against bullying and responds appropriately to any incidences of bullying.	43%	31%	19%	2%	5%
The school maintains high academic standards and expectations for all students.	56%	31%	10%	3%	0%
School staff treats me with respect.	69%	22%	5%	2%	2%
My child's school communicates with me in a language that I can understand.	90%	9%	0%	0%	1%

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Discipline rules are consistently and fairly enforced at my child's school.	52%	31%	10%	4%	3%
My child's school gives opportunities for and encourages me to participate in parent/teacher conferences.	67%	21%	6%	1%	5%
The school and district value parent/community feedback.	10%	60%	13%	12%	5%
My child's school provides parents with the training and materials to help me support my child at home.	56%	24%	15%	3%	2%
The school and district have provided access to the parent engagement policies and the parent/school compact via district website or paper copy.	51%	38%	10%	0%	0%
I feel the school district adequately informs me about issues and major decisions regarding crisis situations, academic programs, student growth, school finance, school calendar, district policies, etc.	49%	39%	12%	0%	0%
	A	B	C	D	F
What overall grade would you give your child's school?	76%	17.3%	3.78%	2.22%	0.7%

Family and Community Involvement: Parent Survey and Volunteer Hours	Strengths: Cravens volunteer hours increased when compared to last year! We had 4,194 hours volunteered. Surveys show very positive comments about the campus. Engaged families Strong participation in programs Clear grading communication
	Problems: Communication overload through ParentSquare Limited access to parent portals (especially in Pre-K) Inconsistent use of email systems Lack of social media presence from our school

Problem statement:

English Speaking parents do not attend as many parent engagement and involvement events offered at the school, as per sign in sheets.

Root cause:

- Parents support campus but do not necessarily see them themselves as an integral part of their child's education and learning process. They attend fun events, but not necessarily academic ones.
- Some parents may feel intimidated by the rigor of today's educational requirements.

Curriculum, Instruction, and Assessment:

Cravens is a PK – K campus that follows all district curriculum. We have full-day Pre-K programs for all district students targeting executive functions at an early stage. We service our EB population in bilingual classes or ESL. In kindergarten students have the option of participating in a Dual Language program. Two major focus areas for Cravens: STR and a focus on RTI. Literacy has a focus on direct and explicit teaching of the 5 pillars of literacy: vocabulary, phonemic awareness, Phonics, fluency, and comprehension, this takes place during the reading block with a dedicated time for phonics instruction and reading time.

Curriculum, Instruction, and Assessment:	Strengths: Quality professional development and peer-led training structures
	Problems: Misalignment between strong Kindergarten curriculum and underdeveloped Pre-K content Teachers need more support understanding and implementing Pre-K guidelines

Problem Statement:

Deficiencies in the curriculum and in the instruction in the PK classrooms are evident.

Root cause:

- Chronic Teacher absences
- FB curriculum is not in-depth in some areas.
- Teachers focused too much on themes rather than quality of instructional activities
- Not enough small group instruction.

Staff Quality, Recruitment and Retention:

For the 24-25 school year, most of the Cravens' staff was identified as Highly Qualified. The staff consisted of 2 campus administrators, 2 instructional coaches, 1 counselor, 1 school nurse, 35 classroom teachers, 4 special education ECSE teachers, and 31 instructional aides.

The average years of experience was 8.9.

Sheldon ISD has a strong New Teacher Mentor program and each of our new teachers will be assigned a mentor. Sheldon ISD also has an employee daycare providing convenient hours for employees.

There is very little teacher turnover at Cravens ECA. One teacher transferred to another school, and 2 adjunct teachers did not fulfill the criteria for employment for next year.

Staff Data:**Staff Demographics by Ethnicity**

Ethnicity		Campus	District
Hispanic		48.6%	28.5%
AA		14.3%	38.8%
White		37%	29%
Gender	Campus	District	
Male	5.7%	24.2%	
Female	94.3%	75.8%	

Staff Demographics by Years of Experience

Years of Experience	Campus
Beginning	3 - 8%
1-5 years	7 - 20%
6-10 years	5 – 14.3%
11-20 years	10 – 51.4%
21-30 years	10 – 51.4%
Over 30 years	0 - 0%

Staff Quality, Recruitment, and Retention:	Strengths: Minimal teacher turnover, less than 8%. Effective staff who attend and engage in professional development.
	Problems: retaining paraprofessionals and special education staff

Problem Statement:

- a. Special education teacher turnover is high
- b. We have a high paraprofessional turnover.

Root cause:

- a. Increase of special education student population
- b. Lack of support and classroom coaching from the Sped Department due to their understaffed conditions.
- c. Intensity of the student needs.

School Culture and Climate:

Teachers, parents, and students were given an opportunity to complete an anonymous survey at the end of the school year. These are some of our findings:

According to each survey the majority of stakeholders are pleased with the way we do business.

Parent Survey Results: 135 responses-increase from the 47 of last year.

93% of our parents rated Cravens ECA at a B or higher. **Cravens is a happy and high energy campus.** Parents indicated that they liked that the campus was organized, safe and secure, and provided special events and parent involvement opportunities. 90% agreed that they were informed in a timely and effective manner about their child and school events. Most were pleased with the Parent Square app. Parents indicated they wanted to know more about the curriculum, student progress and ways they can help their child at home (homework).

Student survey Results: 100 students sampled

- 90% of students sampled feel safe in cafeteria
- 88% of students want to come to school
- 98% of students make friends at school

It is evident that most students feel safe in all settings. Also, most students like coming to school and making friends at school. It is our goal to continue working to preserve safety and to improve our strategies so that all students feel safe, which in turn will affect their willingness to come to school and make friends.

Staff Survey Results: only 24 responses 5% of faculty and staff for the survey made by the district and over 70 Responses for the one taken for Blue Ribbon. For this purpose, we will be using the Blue Ribbon staff response data.

Staff Surveys from Blue Ribbon indicated the following strengths: family friendly atmosphere, Family Events, Supportive Administration, Data-driven decisions. Teachers collaborate during PLCs to improve instructional planning and delivery.

- We only received 24 responses out of 78 faculty and staff
- Minimal teacher turnover, less than 5%
- Blue Ribbon Surveys show that staff are happy at Cravens, teams get a long and feel supported.

School Culture and Climate:	Strengths: Staff surveys show that this is a positive place to work at. Survey shows that parents are very satisfied or very satisfied with the school, teachers and admin.
	Problems At this time the SBDM team do not consider any problems.

School Organization:

The school organization is comprised of many processes designed to build the capacity of teachers, maximize the learning for all students, and engage parents in their child's learning. We have the following processes in place:

- Weekly Common Team Collaboration meetings are built into the master schedule and are used to give teacher teams a common planning time for lesson planning, data disaggregation, professional development, and to address student concerns.
- Instructional Coaches work with teachers to build their instructional capacity. All new teachers have mentors and are supported throughout the year.
- STEAM lab and specials for all groups and special pops.
- Implementation of dual language two-way program.
- School-wide implementation of Conscious Discipline and PBIS
- RTI Interventionist and RTI paras meet to discuss struggling students, develop an intervention plan, and monitor progress with classroom teachers.

- Implementation of Fueling Brains program in PK and Kindergarten to develop students' brains and increase neuroplasticity.

School Organization: Schedules, master schedules	Strengths: Duties schedule is fair and rotates, everyone is held accountable for safety and support. New wing and advantages of bond (new furniture, front office, PA system, technology, additional restrooms.)
	Problems: At this time the SBDM team does not see any problems in the area of school organization

Technology:

Sheldon ISD and Cravens ECA value the instructional benefit and learning resources that technology can provide. Our librarian is a media specialist and part of her responsibility is to model and coach staff members on how to integrate digital learning in their lesson plans.

Technology:	Strengths: Teachers are using the required district technology applications. Ms. Najera and Ms. Cuningham were the district leaders in I-ready usage. Staff and students feel the challenge.
	Problems: We do not have enough devices. Parents do not have the right technology at home to support their students with I-ready.

Problem Statement:

New devices are needed to replace the old technology in the school, and parents do not have the right technology to support their children at home.

Root cause:

- Cravens received many old devices from other schools, the replacement rotation of 1 to 1 devices has been very slow.
- Many parents do not have technology or i-pads at home, which is the only device compatible with the I-ready platform.

Summary/Bridge of Identified Problems and Three Areas of Focus for Next Year

- Student Achievement – CLI reading
- Staff quality, recruitment and retention
- Technology

Student Achievement – CLI reading

- **Pre-K Curriculum Audit:** Conduct a curriculum audit to identify gaps in the Fueling Brains program and align with TEA Pre-K Guidelines by Fall 2025.
- **Focused PD:** Provide at least three Pre-K specific PD sessions during the year on:
 1. Effective use of small groups
 2. TEA Pre-K Guidelines alignment
 3. Structuring quality instructional activities beyond thematic units

- **Model Classrooms:** Establish one or two Pre-K model classrooms that demonstrate effective small group implementation and academic rigor, with regular peer observations.
- **Instructional Coaching:** Schedule monthly coaching sessions for Pre-K teachers, focusing on lesson design, center rotations, and small group implementation.
- **Monitor & Feedback:** Implement bi-monthly walkthroughs with feedback specifically targeting Pre-K lesson structure, group engagement, and alignment to guidelines.

Staff quality, recruitment and retention

- **SPED Coaching Model:** Establish a campus-based peer coaching system using experienced SPED or inclusion teachers to offer bi-weekly in-class support and modeling for new SPED teachers and paras.
- **District Collaboration:** Partner with the district SPED department to schedule monthly check-ins or office hours for problem-solving and instructional guidance.
- **Targeted PD:** Provide at least three campus-level PD sessions during the school year focused on:
 1. Behavior intervention strategies
 2. Inclusion support tools and resources
 3. Effective collaboration between teachers and paraprofessionals
- **Mentor Pairing:** Pair every new SPED teacher and para with a veteran mentor on campus for bi-weekly check-ins and emotional/professional support.
- **Recognition and Retention Incentives:** Develop a paraprofessional recognition program and explore options for stipends or additional planning time to support retention.

Technology

- Conduct a full inventory and needs assessment of all student devices Request funding from the district or external grants to replace outdated devices
- Schedule two parent technology nights (Fall and Spring) to demonstrate I-Ready access and provide guidance on device compatibility.
- Distribute bilingual tip sheets or video tutorials for parents on how to access I-Ready and other learning platforms from home.

To produce continuous improvement across all grade levels and student demographic populations and to educate a "well-rounded" student, the following priorities have been identified for the 2025-2026 school year:

1. Provide training and coaching for all kindergarten and Pre-K teachers in main focuses such as: Fueling Brains, Science of Teaching Reading, Socio-Emotional Learning, developing workstations, tiered instruction, and assessment.
2. Follow and achieve the school's individualized action plan from the Blue Ribbon National School of Excellence program to meet the particular needs of our campus as per their data results.
3. Provide a systematic RTI process utilizing a certified interventionist and interventionist aides to facilitate small group, targeted reading and math interventions for at-risk students according to data.
4. Provide training, coaching, and resources for a standard phonics/ phonemic awareness program, reading and writing (such as books, dry-erase boards and markers, paper, notebooks, etc), I-Ready and guided math, Fueling Brains thematic and developmental curriculum for Pre-K and Kindergarten.
5. Support, train, and continue implementation of PLC process, to disaggregate students and campus data, to make data driven decisions that impact students' achievement, improvement and SEL.
6. Provide training and communication, and have accessible technology (i-pads, netbooks, etc.) to all parents so that they understand the curriculum and learning objectives for their child, increase parental engagement and involvement, and provide resources for them to help their child at home with those skills along with support for the child's brain development and executive functions. Flexible parent and family engagement events will be offered in the fall and spring semesters and at other locations besides our campus.
7. Continue implementing high-yielding strategies, providing support, specialized staff development and coaching to improve teaching and learning of special education, Emergent Bilinguals (EB), Gifted and Talented, and at-risk students.
8. Continue to focus on safe and secure schools through PBIS, safe and secure schools, MTSS, CHAMPS, and SEL skills through Conscious Discipline and

anti-bullying lessons.

9. Provide continuous staff development on digital learning apps and programs (Fueling Brains App, RAZ Kids, Ready Rosie) to enhance learning.
10. Provide communication and training for parents to cover Skyward Family Access, Fueling Brain App, curriculum, technology, discipline, and development stages/ skills.
11. Encourage critical and creative thinking through the (STEAM) program by providing resources for students to have hands-on opportunities to discover Science, Technology, Engineering, Arts, and Math concepts.
12. Implement Fueling Brains approach to provide PK children with holistic, effective, and child-centered curriculum to increase development of executive brain functions.

The campus CNA was developed, reviewed, and revised on the following dates for the 2025-2026 school year:

September 10, 2024

November 12, 2024

January 14, 2025

February 18, 2025

March 11, 2025

April 8, 2025 (Needs Assessment and Program Evaluation 1st Meeting, and Parent Engagement Post Assessment)

May 30, 2025 (Needs Assessment for 25-26, Campus Program Eval was completed for the 25-26 school year, Parent and Family Engagement Policy and Parent compact were developed.)

Upon Approval by the Sheldon ISD Board of Trustees, the final CIP will be translated in Spanish to meet the needs of our student population and community.

A copy of this Campus Improvement Plan can be found in English and Spanish at the campus in the office or the library, online at www.sheldonisd.com, or at our local public library - North Channel Library.

This campus is a School-wide program that facilitates a "Conceptual Consolidation" of federal, state, and local funds to improve student performance and upgrade the entire educational program. The Site-based decision-making team collaborates on how the funds will be utilized to enable all students to meet the challenging state academic standards.

Priority Problem Statements

Problem Statement 1: a. Special education teacher turnover is high b. We have a high paraprofessional turnover.

Root Cause 1: a. Increase of special education student population b. Lack of support and classroom coaching from the Sped Department due to their understaffed conditions. c. Intensity of the student needs.

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data

- Capacity and resources data

Goals

Goal 1: SISD will maximize student learning for All.

Performance Objective 1: At the end of the school year, May 2026, English I-READY Reading will increase from 70% on or above level to 75% or higher by EOY. At the end of the school year, May 2026, Spanish I-READY Reading scores will increase from 88% on or above level to a 90% or higher by EOY. For a combined score of 82% or higher.

PK EOY Book and Print CLI English Scores will increase from 67% to 80%, and EOY Book and Print SCLI Spanish Scores will increase from 72% to 85% on track by May 2026.

PK EOY CL Letter Sound Assessment English scores will increase from 89% to 94% and Spanish Letter sound assessment will increase from 89 % to 94% by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: Lexile Levels, Guided reading levels; EOY Book and Print assessment, Letter/Sound Assessment Checklist

Strategy 1 Details	Reviews			
Strategy 1: Purchase resources needed (such as books, classroom materials, consumables for teaching, lamination machines to maintain materials for centers, literacy manipulatives, need technology etc.) for Pre-K and K in all RLA components, including the Science of Teaching Reading, learning station activities and running records, and building writing and literacy skills. The strategy addresses a well-rounded education. - Utilize the TEKS deconstruction/Reflective Practice Model during PLC planning. - Use of ipads for I-ready program usage and assessments. - Use of ipads for CLI assessment. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026, July 2026 & August 2026. Strategy's Expected Result/Impact: According to I-Ready Reading, running records, students will reach established benchmarks by the report card. Staff Responsible for Monitoring: Principal and Assistant Principal Others involved are the campus instructional coach, ELA curriculum specialists, and Director of Curriculum. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Continue to provide Interventions for Tier 2 and Tier 3 of intervention program: with Research-based strategies and STR RBs. Targeted interventions during the school day. MCLASS Amplify Interventions, I-Ready Math and Reading tutoring will be provided during the day by contract experienced teachers. This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards. Kinder. - LLI/ SEL - Leveled Literacy Intervention, phonemic awareness for young children , Estrellita K-1, Esperanza Pre-K interventions - Estrellita PK, Unique schedule for oral language/ PA interventions - CIRCLE manual resources August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: Formative: Weekly assessments Running Records Summative: FSAs and report cards Student reading levels at EOY TELPAS writing samples CIRCLE assessments Staff Responsible for Monitoring: Staff: Title 1 Aides/ teachers/ parents/ Administrators and Instructional coach. Materials: LLI/ SEL Kits, CIRCLE manual and CLI activities TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SISD will maximize student learning for All.

Performance Objective 2: Kindergarten students will increase from 80.61% meeting expectations and approaches on the district EOY Math assessment to 85% meeting Expectations and approaches at the end of the 2026 School year.
80.61% Cravens ECA

95% of Pre-K students' EOY CLI Math overall scores will increase from from and 89% to 95% by the EOY CIRCLE assessment.

Evaluation Data Sources: EOY District math evaluation, I-Ready Math and Pre-K CIRCLE assessment

Strategy 1 Details	Reviews			
Strategy 1: Continue to develop the campus STEAM lab and STEAM events (STEAM week, STEAM themed days, STEAM Night) on campus to increase opportunities for students to learn and discover Science, Technology, Engineering, Art, and Math concepts through hands-on purposeful play activities. Utilize support strategies in classrooms from I-Ready K curriculum (Number sense, exploration, discover and connect), and Circle lessons to increase student achievement and knowledge. Utilize Saavas curriculum to increase scientific inquiry and student achievement in the area of STEAM. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: Increase Math and Science scores, students exposed to STEAM opportunities early to help them discover their strengths and passions for learning. Staff Responsible for Monitoring: The principal and instructional coach will conduct walk-throughs in the STEAM lab. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide staff development to all teachers and provide necessary resources and manipulatives for effective math and science instruction. This strategy will meet the needs of all students to meet the challenging State academic standards. August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: Increased math scores in number sense and problem solving strategies. Staff Responsible for Monitoring: Teachers, Administration, CIS TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: SISD will maximize student learning for All.

Performance Objective 3: Improve attendance rate from 92.7% to 93%.

High Priority
Evaluation Data Sources: End of the year attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nine weeks attendance awards for students: Strive for 5 campaign - Parent awareness/ information booklets. Home-visits, End of the semester bike rewards. Bubble party at end of year. Name announced in 9WK newsletter and picture posted in hallway. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: Nine week awards Summative: End of year attendance rate. Staff Responsible for Monitoring: Assistant principal, attendance clerk, staff members, and support staff Materials: awards and incentives Cost: 500.00 Fund: Student Activity/donations	 Moderate Progress	 Considerable		

Strategy 2 Details	Reviews			
Strategy 2: Provide activities for students to learn Social and Emotional skills, build relationships, and to keep students engaged and wanting to be at school. Personal phone call when students are absent. - Morning meetings in each CR to build the school family. - Theme days such as 100 day of school, career day, etc. - Conscious Discipline - School Family rituals August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: Formative: Attendance rates Summative: End of year attendance rate, student surveys Staff Responsible for Monitoring: Campus administration, Teachers, Counselor and Attendance Clerk ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable		
Strategy 3 Details	Reviews			
Strategy 3: Staff Attendance Incentives 1) Semester Perfect Attendance - Grab bag with gift cards. 2) Perfect attendance - 9 weeks wheel of Fortune. 3) End of year - No more than two absences = \$25.00 gift card and Perfect attendance = \$50.00 gift card. 4) Staff with PA for each quarter will receive the Gift of Time Pass of 30 minutes added to their lunch time duty Free. Admin will cover their time. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: Semester and End of the year attendance rate for employees Staff Responsible for Monitoring: Campus Administration, Secretary TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SISD will maximize student learning for All.

Performance Objective 4: Set the foundation for all students to become college and career ready through achieving academic success so that all sub-groups perform within 5% points of each other on the end of year reading and math assessments in May 2026.

High Priority

Evaluation Data Sources: All sub-groups will score equally on all assessments given. Identified GT students will have 100% mastery on EOY assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Interventions - Tier II small group Interventions will be targeted skills based on MCLASS and reading data for Kinder, and CLI for PK, and will include interventions as discussed during PLCs. This strategy will provide opportunities for all children, including each of the subgroups of students (eco Disadvantage, students from major racial and ethnic groups, children with special needs and EB) to meet the challenging State academic standards. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: Increased reading scores on EOY MCLASS, Letter/sound knowledge on CLI Staff Responsible for Monitoring: Administration, Counselor, staff members TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability	 Moderate Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
Strategy 2: Provide resources for students (materials, supplies, programs) and staff development in targeted areas to meet the needs of all learners and special populations (Sped, EBs, GT, AR) for all staff members including CIS, Counselor, Specials teachers and Administrators, especially in the focus areas of the school and district. Conferences: Fueling Brains, Lead4Ward , ASCD, Solution Tree, Region 4 & TEPSA August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026, and July 2026. Strategy's Expected Result/Impact: End of the year CBA assessment data on students indicating that each student has met expectations. Staff Responsible for Monitoring: Campus administrators, Instructional Coach, RTI chair, and Counselor TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SISD will maximize student learning for All.

Performance Objective 5: Ensure our Pre-K and Kindergarten students are provided with holistic, effective, and child-centered curriculum to increase development of executive brain functions by May 2026

High Priority

Evaluation Data Sources: I can posters, PA Quarterly assessments utilizing the Fueling Brains platform

Strategy 1 Details	Reviews			
Strategy 1: Implement Fueling Brains curriculum in the PK and Kindergarten classrooms to help develop their working memory, inhibitory control and cognitive memory. This strategy will provide opportunities for all children, including each of the subgroups of students (eco Disadvantage, students from major racial and ethnic groups, children with special needs and EB) to meet the challenging State academic standards. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: Increased executive functions and brain development Staff Responsible for Monitoring: Teachers, CIS, Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Some Progress		
Strategy 2 Details	Reviews			
Strategy 2: Monitor Implementation of Fueling Brains curriculum in the classrooms by CIS and Fueling Brains Curriculum Coaches. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: Improved brain development in students Staff Responsible for Monitoring: Administrator and CIS	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Provide staff development to all faculty and staff, to better equip them with the tools to support our Title 1 campus needs and all student populations, including gifted and talented. Aim to reduce special ed faculty and para turn-over rate from 2 teachers and 4 paras in the 24-25 school year to no more than two total in the 25-26 school year.

Evaluation Data Sources: Resignations, promotions, retirements, etc..

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development in targeted areas based on teachers' and staff (including administrative team) individual needs, goals and programs, based on T-TESS observations and district initiatives such as school accountability on Federal programs, Fueling Brains, PLC/Solution Tree, Impact Coaching Cycle, STR, SEL, etc... Equip teachers to better meet the needs of our students and to maximize effectiveness and impact on achievement, so that more children reach their academic potential as we increase staff retention and teacher success. Establish a campus-based peer coaching system using experienced SPED or inclusion teachers to offer bi-weekly in-class support and modeling for new SPED teachers and paras. Provide at least three campus-level PD sessions during the school year focused on: 1. Behavior intervention strategies 2. Inclusion support tools and resources 3. Effective collaboration between teachers and paraprofessionals August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026, June 2026, July 2026 & August 2026. Strategy's Expected Result/Impact: Documentation of completion of trainings, observations, 100% of teachers maintain highly qualified status. Staff Responsible for Monitoring: Administration and Staff TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
Strategy 2: Maintain teachers that are close to or achieved TIA (73%) scores. (63% and higher). Purchase materials and programs that increase a positive culture and climate that promote Staff belonging and retention. August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: More teachers will stay in the classroom due to the incentive. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Provide all staff with training opportunities to ensure all personnel meet guidelines established in the district technology plan and are utilizing technology in the classroom: Including the use of web-based applications like: I-Ready Reading, Parent Square, i-Ready math, etc.

Evaluation Data Sources: Walkthrough data on technology usage, STAR chart survey, staff surveys

Strategy 1 Details	Reviews			
Strategy 1: Use Ipads, chromebooks w/ headphones, interactive mimio panels, wireless presenter remotes, to conduct research, explore new concepts, and participate in online learning programs, and district assessments. August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, and August 2026. Strategy's Expected Result/Impact: Walkthroughs, cart usage, student work samples, staff surveys Staff Responsible for Monitoring: ITS, Administration, and staff members TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Maintain a positive environment for staff members by providing activities to motivate staff including monthly activities, staff appreciation week, potluck lunches, etc.; Increase collaboration & communication among teams. Use Alpaca Program to gage staff mood and engagement, activities to bring faculty together.

August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026.

High Priority
Evaluation Data Sources: Staff surveys

Strategy 1 Details	Reviews			
Strategy 1: Create committees, to share responsibilities with all team members. Committees: Sunshine, PBIS, Team Leader, and Site Base. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: staff empowerment, shared responsibilities, building of culture and climate Staff Responsible for Monitoring: Committee leaders, Administration team. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	Accomplished	Accomplished		
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: SISD will promote parent/ community engagement.

Performance Objective 1: Increase the number of parent/ community volunteers from 10 consistent volunteers to 15 volunteers by April 2026.

High Priority

Evaluation Data Sources: Parent volunteer hour logs, parent meeting sign-in sheets, parent survey

Strategy 1 Details	Reviews			
Strategy 1: Parent communication: To continue our commitment to building a strong home-to-school partnership, campuses with 25 or more students enrolled with a language other than English and Spanish will be required to provide communication in that language. *Principal will facilitate a "coffee chat" with all interested parents twice a year to allow for parents to give input or learn new strategies to use at home with their child. * Fueling Brains Parent University with PK parents twice a semester. * Teachers will meet with parents in a face-to-face conference twice a semester to review their child's academic progress and provide them with home supports. *Academic monitoring - Intervention notices sent home, parent conferences for "at-risk" students held in January *All teachers will communicate with their classroom parents through Parent Square * Continue Parenting classes with Depelchin Center * Achieve innovative in our Parent and Family Engagement Evaluation August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: Parent Surveys, parent attendance to meetings, coffee chats, and FB University Staff Responsible for Monitoring: Administration and classroom teachers Funding Sources: - 211-Title I - \$3,600	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable		

Strategy 2 Details		Reviews			
Strategy 2: Parent Involvement and engagements and events to aim to move from Innovative implementation to exceptional implementation in the area of Building Literacy Capacity with Parents according to the Family and Parent Engagement Self-Evaluation Process Rubrics. * Continue Watch DOG S program. * Purchase and make iPads available for parents to check-out to support I-Ready at home * Wild About Reading Program for K and Pre-k *Take home phonics/ literacy kits *Family Literacy Night * Family Math Night *Take home activities; Literacy Take-home books. * STEM Night August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: Participation - sign-in sheets, library record of materials checked out by parents, number of medals awarded at end of year Staff Responsible for Monitoring: Administration and Staff Funding Sources: Booklets and reading materials to send home with students. Print Ready Rosie Materials - 199-State Comp. Ed. - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Moderate Progress		

Strategy 3 Details		Reviews			
Strategy 3: CUB "P.A.C." (Parent and community volunteer program including a representative on rep. council). CUB Pack parents participate in the process of the development of the parent and family engagement policy. - Provide resources for volunteers to use to assist teachers in making resources for the classroom (die-cuts, office supplies, etc.) August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: # of volunteer hours will increase, programs and process will run more efficiently Staff Responsible for Monitoring: Administration and Title 1 staff members Funding Sources: Paper, materials, office supplies - 199-General funds - \$7,000		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished	 Accomplished		

Strategy 4 Details	Reviews			
Strategy 4: Provide parents with workshops and events designed to engage and educate them with current strategies to support student learning at home. August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: More parents will actively use the Ready Rosie app and the Fueling Brains platform. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Decrease office referral by 10% each 9 weeks, by implementing PBIS and Conscious Discipline in order to provide procedures and processes that create and maintain a safe and orderly learning environment.

August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026.

Evaluation Data Sources: Office discipline referrals, stakeholder surveys, RTI documentation

Strategy 1 Details	Reviews			
Strategy 1: Implement Fueling Brains, CHAMPS and Conscious Discipline as part of our school-wide discipline plan to help students learn self regulation to control their emotions and behaviors. Provide on-site training and resources to all staff members on Fueling Brains, and Conscious Discipline. Provide staff with corresponding staff development and materials to maintain and sustain programs. Aug. 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: Decrease in office referrals and behavioral interventions; Increase brain development in the areas of Inhibitory Control, Working Memory, Cognitive Flexibility Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Some Progress		
Strategy 2 Details	Reviews			
Strategy 2: Monitor Crisis management plan,. Conduct monthly safety drills. Provide outdoor emergency kit to utilize at recess and during drills. Aug. 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026 Strategy's Expected Result/Impact: Monthly drill logs and after action reports. Staff Responsible for Monitoring: Administration, Nurse, & Staff members. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable		

Strategy 3 Details	Reviews			
Strategy 3: Implement Positive Behavior Interventions and Supports. Bullying prevention and "Pawsitive" behavior. - Rules and expectations posted in classrooms and all common areas including the hallways leading to the playground. Recognize students each 9 weeks through the following initiatives: Cubby Bear Hug ceremony and Star Cub. - Bullying training - provide students with guidance lessons that promote safety and protect against violence and bullying. Aug. 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026 Strategy's Expected Result/Impact: Maintain 15 or less office discipline referrals Staff Responsible for Monitoring: Administration, Counselor, and all staff members.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: To provide a safe and organized transition from Pre-K to kindergarten and kindergarten to first grade as students transition from the ECA to the elementary campuses.

January 2025, February 2025, March 2025, April 2025, May 2025

Evaluation Data Sources: Teacher, parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	Some Progress	Some Progress		
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: By April 2026, Cravens ECA will deplete or encumber 95% of all federal and state funds in a timely manner during the 2025-2026 school year to meet the goals and expectations for academic support. (Some funds will be encumbered for summer school).

Evaluation Data Sources: Budget Report

Strategy 1 Details	Reviews			
Strategy 1: Weekly meetings with the campus secretary to review expenditures and the accounting management systems to ensure compliance with federal and state funding. August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Strategy's Expected Result/Impact: 100% of funds will be depleted in a timely manner Staff Responsible for Monitoring: Principal, Secretary	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable		
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: Campus Decision making committee, and school administration will responsibly utilize funds from the Fun balance, from approved fundraisers, to supplement for additional instructional materials, furniture, building, building beautification, and environment upkeep. Such as additional park benches, trash cans, large PE equipment, school additional chairs and tables.

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

Strategy 1 Details	Reviews			
Strategy 1: All needs and proposals will be presented during the SBDM meetings, all members will be able to provide input and additional suggestions.	Formative			Summative
	Nov	Jan	Mar	June
	Some Progress	Moderate Progress		
No Progress Accomplished Continue/Modify Discontinue				

State Compensatory

Budget for Stephanie Cravens Early Childhood Academy

Total SCE Funds: \$13,639.48

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Comp funds will supplement the district initiated programs such as STR and Math instructional practices, targeted interventions, and additional tutoring.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carmen Guzman	Interventionist Instructional Aide	Interventions	1
Vanessa Seals-Bolt	Instructional Interventionist Aide	Interventions	1

Campus Funding Summary

199-General funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Paper, materials, office supplies		\$7,000.00
Sub-Total					\$7,000.00
199-State Comp. Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Booklets and reading materials to send home with students. Print Ready Rosie Materials		\$5,000.00
Sub-Total					\$5,000.00
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$3,600.00
Sub-Total					\$3,600.00

Addendums

2021-22 Texas Academic Performance Report (TAPR)

District Name: SHELDON ISD

Campus Name: STEPHANIE CRAVENS EARLY CHILDHOOD

Campus Number: 101924107

2022 Accountability Rating: B

This page is intentionally blank.

This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

There is no data for this campus.

Texas Education Agency
2021-22 Graduation Profile (TAPR)
STEPHANIE CRAVENS EARLY CHILDHOOD (101924107) - SHELDON ISD - HARRIS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	632	358,842
By Ethnicity:				
African American	-	-	178	44,018
Hispanic	-	-	419	183,306
White	-	-	23	103,898
American Indian	-	-	1	1,195
Asian	-	-	4	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	7	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	1	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	88	56,281
Foundation H.S. Program (Endorsement)	-	-	5	13,582
Foundation H.S. Program (DLA)	-	-	538	287,316
Special Education Graduates	-	-	43	31,028
Economically Disadvantaged Graduates	-	-	469	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	83	32,809
At-Risk Graduates	-	-	465	155,884
CTE Completers	-	-	215	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
 STEPHANIE CRAVENS EARLY CHILDHOOD (101924107) - SHELDON ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	549	100.0%	10,565	5,402,928	551	100.0%	10,570	5,427,370
Students by Grade:								
Early Childhood Education	8	1.5%	0.2%	0.3%	10	1.8%	0.2%	0.4%
Pre-Kindergarten	245	44.6%	4.6%	4.1%	245	44.5%	4.6%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	245	44.6%	4.6%	3.5%	245	44.5%	4.6%	3.5%
Kindergarten	296	53.9%	5.8%	6.8%	296	53.7%	5.8%	6.8%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 5	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 8	0	0.0%	8.2%	7.9%	0	0.0%	8.2%	7.8%
Grade 9	0	0.0%	9.4%	8.8%	0	0.0%	9.4%	8.8%
Grade 10	0	0.0%	8.6%	7.6%	0	0.0%	8.6%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	5.7%	6.7%	0	0.0%	5.7%	6.7%
Ethnic Distribution:								
African American	125	22.8%	25.3%	12.8%	125	22.7%	25.3%	12.8%
Hispanic	383	69.8%	67.8%	52.8%	385	69.9%	67.8%	52.7%
White	24	4.4%	4.5%	26.3%	24	4.4%	4.5%	26.3%
American Indian	5	0.9%	0.3%	0.3%	5	0.9%	0.3%	0.3%
Asian	1	0.2%	0.5%	4.8%	1	0.2%	0.5%	4.8%
Pacific Islander	1	0.2%	0.0%	0.2%	1	0.2%	0.0%	0.2%
Two or More Races	10	1.8%	1.6%	2.9%	10	1.8%	1.6%	2.9%
Sex:								
Female	269	49.0%	48.9%	48.9%	269	48.8%	48.9%	48.8%
Male	280	51.0%	51.1%	51.1%	282	51.2%	51.1%	51.2%
Economically Disadvantaged	495	90.2%	86.7%	60.7%	496	90.0%	86.7%	60.6%
Non-Educationally Disadvantaged	54	9.8%	13.3%	39.3%	55	10.0%	13.3%	39.4%
Section 504 Students	0	0.0%	2.5%	7.4%	0	0.0%	2.5%	7.4%
EB Students/EL	234	42.6%	33.4%	21.7%	234	42.5%	33.4%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.3%	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
 STEPHANIE CRAVENS EARLY CHILDHOOD (101924107) - SHELDON ISD - HARRIS COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	0	0.0%	3.5%	5.0%	0	0.0%	3.5%	5.0%
Foster Care	3	0.5%	0.3%	0.3%	3	0.5%	0.3%	0.3%
Homeless	1	0.2%	0.3%	1.1%	1	0.2%	0.3%	1.1%
Immigrant	3	0.5%	1.6%	2.0%	3	0.5%	1.6%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	549	100.0%	45.3%	64.3%	551	100.0%	45.3%	64.3%
Military Connected	3	0.5%	1.2%	3.3%	3	0.5%	1.2%	3.3%
At-Risk	354	64.5%	69.7%	53.5%	354	64.2%	69.7%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	254	46.3%	34.8%	21.9%	254	46.1%	34.8%	21.8%
Career and Technical Education	0	0.0%	35.3%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	80.5%	71.0%				
Gifted and Talented Education	0	0.0%	5.3%	8.0%	0	0.0%	5.3%	8.0%
Special Education	33	6.0%	9.9%	11.6%	35	6.4%	10.0%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	33							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	46.9%	43.0%				
Students with Physical Disabilities	12	36.4%	15.1%	20.8%				
Students with Autism	10	30.3%	14.2%	14.7%				
Students with Behavioral Disabilities	*	*	22.1%	20.0%				
Students with Non-Categorical Early Childhood	**	**	1.7%	1.5%				
Mobility (2020-21):								
Total Mobile Students	-	-	12.3%	13.6%				
By Ethnicity:								
African American	-	-	4.1%	2.5%				
Hispanic	-	-	6.8%	6.6%				
White	-	-	0.9%	3.5%				
American Indian	-	-	0.1%	0.1%				
Asian	-	-	0.0%	0.3%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.3%	0.5%				
Count and Percent of Special Ed Students who are Mobile	-	-	11.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	-	-	9.2%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	-	-	11.8%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	34	15.5%	14.5%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
 STEPHANIE CRAVENS EARLY CHILDHOOD (101924107) - SHELDON ISD - HARRIS COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.4%	0.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	-	1.8%	2.9%	-	1.6%	4.2%
Grade 2	-	1.5%	1.7%	-	0.0%	2.2%
Grade 3	-	0.7%	1.0%	-	0.0%	1.0%
Grade 4	-	0.3%	0.7%	-	2.1%	0.7%
Grade 5	-	0.5%	0.5%	-	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	0.0%	0.6%
Grade 7	-	0.0%	0.7%	-	2.2%	0.7%
Grade 8	-	0.3%	0.6%	-	0.0%	0.8%
Grade 9	-	10.5%	10.5%	-	15.8%	14.1%

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.3	19.9	18.7
Grade 1	-	19.6	18.7
Grade 2	-	17.9	18.6
Grade 3	-	19.4	18.7
Grade 4	-	20.7	18.8
Grade 5	-	20.6	20.2
Grade 6	-	22.7	19.2
Secondary:			
English/Language Arts	-	16.7	16.3
Foreign Languages	-	25.7	18.4
Mathematics	-	17.8	17.5
Science	-	19.1	18.5
Social Studies	-	19.2	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
STEPHANIE CRAVENS EARLY CHILDHOOD (101924107) - SHELDON ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	62.3	100.0%	100.0%	100.0%
Professional Staff:	41.3	66.3%	59.1%	64.1%
Teachers	34.0	54.6%	43.8%	49.3%
Professional Support	5.3	8.5%	11.7%	10.7%
Campus Administration (School Leadership)	2.0	3.2%	2.5%	2.9%
Educational Aides:	21.0	33.7%	11.6%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	9.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	20.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	46.3	74.3%	76.8%	52.1%
Teachers by Ethnicity:				
African American	6.0	17.6%	39.1%	11.2%
Hispanic	15.0	44.1%	29.9%	28.9%
White	13.0	38.2%	27.2%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.1%	1.9%
Pacific Islander	0.0	0.0%	0.3%	0.1%
Two or More Races	0.0	0.0%	1.9%	1.2%
Teachers by Sex:				
Males	2.0	5.9%	25.1%	24.1%
Females	32.0	94.1%	74.9%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	28.0	82.4%	69.6%	72.6%
Masters	6.0	17.6%	29.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.9%	8.7%	7.9%
1-5 Years Experience	9.0	26.5%	36.9%	26.7%
6-10 Years Experience	6.0	17.6%	21.2%	20.6%
11-20 Years Experience	14.0	41.2%	24.5%	28.6%
21-30 Years Experience	4.0	11.8%	8.1%	13.2%
Over 30 Years Experience	0.0	0.0%	0.6%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
 STEPHANIE CRAVENS EARLY CHILDHOOD (101924107) - SHELDON ISD - HARRIS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.1	n/a	16.8	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.5	6.3
Average Years Experience of Principals with District	1.0	3.8	5.4
Average Years Experience of Assistant Principals	12.0	4.5	5.5
Average Years Experience of Assistant Principals with District	12.0	2.6	4.8
Average Years Experience of Teachers:	10.8	8.5	11.1
Average Years Experience of Teachers with District:	8.6	4.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$60,000	\$52,604	\$51,054
1-5 Years Experience	\$59,678	\$60,433	\$54,577
6-10 Years Experience	\$62,308	\$63,047	\$57,746
11-20 Years Experience	\$66,244	\$67,531	\$61,377
21-30 Years Experience	\$72,303	\$73,455	\$65,949
Over 30 Years Experience	-	\$100,221	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$64,340	\$63,352	\$58,887
Professional Support	\$70,497	\$72,323	\$69,505
Campus Administration (School Leadership)	\$91,210	\$91,471	\$84,990
Instructional Staff Percent:	n/a	60.1%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	15.0	44.1%	18.8%	6.2%
Career and Technical Education	0.0	0.0%	5.1%	5.2%
Compensatory Education	7.0	20.6%	2.6%	3.0%
Gifted and Talented Education	0.0	0.0%	1.7%	1.7%
Regular Education	10.0	29.4%	66.5%	70.8%
Special Education	2.0	5.9%	5.3%	9.6%
Other	0.0	0.0%	0.0%	3.5%

Texas Education Agency
2021-22 Staff Information (TAPR)
STEPHANIE CRAVENS EARLY CHILDHOOD (101924107) - SHELDON ISD - HARRIS COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)