

Sheldon Independent School District

Sheldon Lake Elementary

2025-2026 Campus Improvement Plan



Mission Statement

We are committed to a safe and welcoming environment that empowers student learning. By partnering with families and strengthening teacher capacity , we help every child grow confident and take responsibility for their academic success, while sustaining artistic excellence.

Vision

At Sheldon Lake Elementary, we are cultivating innovative, responsible lifelong learners, where each student can reach their fullest potential socially, emotionally, and academically.

Value Statement

Encourage Others

Act Responsibly

Give Respect

Listen & Learn

Eager to Help

Safe

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Comprehensive Needs Assessment

Revised/Approved: June 5, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

School Profile

Sheldon Lake Elementary is a campus in Sheldon ISD. Sheldon Lake Elementary opened its doors in 2019. Sheldon Lake is projected to serve 624 students in grades 1-5 during the 2025-2026 school year. The campus is an elementary school.

Our Site-Based Decision Making Committee met on **June 4th 2025 at 4:00 pm and June 5th 2025 at 10:00 am** to perform a needs assessment on the **2024 - 2025 school** year, suggest adjustments to our current goals and to conduct the Campus Needs Assessment for the **2025 -202 6** school year. The following members of our Site-Based Decision-Making Committee were in attendance at the June 4th meeting:

June 4, 2025 at 4:00 pm:

Jacqueline Burquez, Principal

Shelia Posada, Assistant Principal

Ana Portillo, Secretary

Edgar Matute, Parent

Phylicia Flores, Teacher

Rhonda Gordon, Teacher

Data used:

Campus Targets: The 2025 Spring STAAR data, average daily attendance data, parent surveys, staff surveys, and discipline data were used to determine the needs of the campus.

At the first meeting on **June 4, 2025 at 4:00 pm**, Principal Burquez began the meeting with introductions and norms. Several documents were provided to attendees that lead discussions during the meeting. The purpose of the Comprehensive Needs Assessment was shared. Principal Burquez then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2024 -2025 school year. Principal Burquez lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 5 specific data points to identify strengths and problems from 2024-2025 school year. Principal Burquez thanked everyone for their participation and reminded everyone of the second CNA meeting on **June 5, 2025 at 10:00 am**.

June 5, 2025 at 10:00 am:

Jacqueline Burquez, Principal
 Shelia Posada, Assistant Principal
 Ana Portillo, Secretary
 Edgar Matute, Parent
 Phylcia Flores, Teacher
 Rhonda Gordon, Teacher

Data used:

Campus Targets: The 2025 Spring STAAR data, average daily attendance data, parent surveys, staff surveys, and discipline data were used to determine the needs of the campus.

At the second meeting on **June 5, 2025 at 10:00 am**, the campus leadership team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2024-2025, but focused most of the meeting on the problems that were identified from the data. Principal Burquez lead the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

Demographics:	Strengths: Diverse Student Pops, Special Student Pops, EB Pop
	Problems: High student mobility rate
Student Achievement:	Strengths: Growth in Reading and Math STAAR
	Problems: Students are performing lower in math
Family and Community Involvement:	Strengths: Parent attendance and participation
	Problems: Parents knowledge of TEKS to support learning at home
Curriculum, Instruction, and Assessment:	Strengths: Professional Learning Communities
	Problems: New diagnostic assessments and curriculum
Staff Quality, Recruitment and Retention:	Strengths: Professional Development
	Problems: Teacher absenteeism
School Culture and Climate:	Strengths: Variety of committees, programs, and high student daily attendance
	Problems: Managing and teaching student behaviors
School Organization:	Strengths: Master Schedule
	Problems: Teacher to student ratio is high
Technology:	Strengths: Class sets of devices in carts, technology help response time
	Problems: Broken devices

Summary/Bridge of Identified Problems

- There is an identified problem in the areas 3rd-5th Mathematics.
- Another identified problem is in curriculum, instruction, and assessments.
- Our third identified problem is in school culture and climate.

In an effort to produce continuous improvement across all grade levels and student demographic populations, the following priorities will be the primary focus areas that will drive our work for the 2025-2026 school year.

Three Areas of Focus for Next Year:

- Student Achievement – Reading & Math
- Curriculum, Instruction, and Assessments
- School Culture and Climate

1. Continue to work on improving student achievement and support students. We must continue to increase students' scores on all STAAR tests. We will impact this need by building a literacy library, providing grade-level specific classroom libraries, hands-on materials for small group instruction, and professional development on best practices in developing student literacy. In addition, providing students with a school-wide program that gets the school and parents involved in reading will be needed. I-Ready Reading and Math will be used for intervention and there will be a push for using the platform at home as well. Student achievement in math and science is effectively impacted by hands-on manipulatives and small group instruction. We will continue to provide these materials to support struggling students in closing the achievement gaps included but not limited to those identified among sub-populations.

2. Improve parent engagement and support. The campus will conduct multiple family learning events that will focus on a variety of content and best practice topics to provide opportunities for parents to learn how to support their students' academic achievement. In these events, the campus will provide materials and resources that support parents' academic support at home, how to access grades and resources, and incentives to promote parent/student attendance and participation.

3. Provide after-school learning opportunities for students in core subjects that targets content areas of concern and to increases student achievement.

4. To continue to build college and career readiness among the students, students will continue to utilize AVID strategies that include organizational tools and strategies for the classroom. Professional development on best practices on AVID strategies for teachers will be provided to build capacity among the staff.

5. There is a heavy increase in students who have severe social-emotional learning gaps, anger, anxiety and inability to resolve conflicts. We will adopt a campus-wide positive behavior intervention support (PBIS) system.

6. To build a strong home school partnership with our families, we will provide communication to parents in their home language. All communication will be provided to students and families in English and Spanish.

7. To support our teachers in their growth and success with students we will continue Professional Development and provide support for teachers.

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.

Upon approval by Sheldon ISD board of trustee, the final CIP will be translated in Spanish to meet the needs of our student’s population and community.

The parent/family policy will be developed by a committee of parents and teachers in September of 2025. Documents are provided in English and Spanish to support the needs of the student population and the community. The Parent & Family Engagement Policy is included in the Parent/Student Handbook. District & Campus Parent 7 Family Engagement Policies are located in the campus front lobby, district office lobby, North Channel Library and Greens brook Community Center.

Sheldon Lake Elementary will offer two flexible parent and family engagement meetings in the fall and spring. Sheldon Lake Elementary will offer one flexible parent and family engagement meetings in the fall at a neighboring campus.

Demographics

Demographics Summary

Demographics Summary

Sheldon Lake Elementary serves students in grades 1-5. The average enrollment during the **2024-2025** school year was **690** students. The school ended the year with and enrollment of 624 students. The school is a School-wide Title 1 campus and is composed of the following :

School Population		Count	
Student Total		690	
1st Grade		129	
2nd Grade		143	
3rd Grade		162	
4th Grade		129	
5th Grade		127	
Student Demographics		Count	Percent
Gender			
Female		331	47.97%
Male		359	52.03%
Ethnicity			
Hispanic-Latino		394	57.10%
Race			
American Indian - Alaskan Native		3	0.43%
Asian		4	0.58%
Black - African American		244	35.36%
Native Hawaiian - Pacific Islander		1	0.14%
White		24	3.48%
Two-or-More		20	2.90%

Student Indicators	Count	Percent
Foster Care	3	0.43%
IGC Reviewed	0	0.00%
Intervention Indicator	80	11.59%
Migrant	1	0.14%
Military Connected	15	2.17%
Student Accelerated Education Plan	0	0.00%

Student Indicators	Count	Percent
Unschooling Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	592	85.80%
Free Meals	124	17.97%
Reduced-Price Meals	55	7.97%
Other Economic Disadvantage	413	59.86%
Homeless Statuses		
Homeless Status Total	1	0.14%
Shelter	0	0.00%
Doubled Up	1	0.14%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Shelter	0	0.00%
Not Unaccompanied Youth	1	0.14%
Unaccompanied Youth	0	0.00%

Student Programs	Count	Percent
CTE Attendance	0	0.00%
Dropout Recovery Program	0	0.00%
Gifted and Talented	85	12.32%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	20	2.90%
Special Education (SPED)	111	16.09%
Bilingual/ESL		
Emergent Bilingual (EB)	195	28.26%
Standard or Alternative Bilingual/ESL	135	19.57%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	147	21.30%
Dyslexia		
Dyslexia Indicator Code	41	5.94%
Dyslexia Risk Code	129	18.70%
Dyslexia Services Code	41	5.94%
Title 1 Part A		
Schoolwide Program	690	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%

Student Programs	Count	Percent
Title I Homeless	0	0.00%
Neglected	0	0.00%

Special Education Services	Count	Percent
Instructional Settings		
Speech Therapy	58	8.35%
Homebound	1	0.14%
Hospital Class	0	0.00%
Resource Room	55	7.91%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	21	3.02%
Full-Time Early Childhood	0	0.00%
Mainstream	13	1.87%

Demographics Strengths

Demographics Strengths

- Diverse student population
- Specialty programs are available to meet the needs of diverse learners
- Students are able to learn from other students with different cultural backgrounds and experiences, which is reflective of their community and real-world experiences

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Sheldon Lake Elementary has an 85% at- risk student population.

Root Cause: There is a high mobility rate. Students do not complete a full school year at Sheldon Lake.

Student Achievement

Student Achievement Summary

Student Achievement Summary

*Student Achievement Summary is based on Spring STAAR 2025.

	May 2025 STAAR Reading Language Arts, Grade 3														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Sheldon Lake Elementary	132	25	1439	47.32%	69.70%	40.91%	15.15%	05/01/25	0%	13.64%	16.67%	15.91%	12.88%	25.76%	15.15%
Economic Disadvantage	114	24	1429	46.14%	66.67%	39.47%	13.16%	05/01/25	0%	14.04%	19.30%	15.79%	11.40%	26.32%	13.16%
American Indian/ Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black/African American	46	21	1376	39.46%	56.52%	23.91%	8.70%	05/01/25	0%	26.09%	17.39%	19.57%	13.04%	15.22%	8.70%
Hispanic	75	27	1481	52.56%	78.67%	50.67%	21.33%	05/01/25	0%	5.33%	16%	14.67%	13.33%	29.33%	21.33%
Two or More Races	5	18	1347	35.38%	40%	20%	0%	05/01/25	0%	20%	40%	20%	0%	20%	0%
White	6	27	1468	51.92%	83.33%	66.67%	0%	05/01/25	0%	16.67%	0%	0%	16.67%	66.67%	0%
Currently Emergent Bilingual	32	26	1463	50.54%	81.25%	43.75%	18.75%	05/01/25	0%	3.12%	15.62%	15.62%	21.88%	25%	18.75%
First Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second Year of Monitoring	2	40	1698	76.92%	100%	100%	50%	05/01/25	0%	0%	0%	0%	0%	50%	50%
Special Ed Indicator	19	17	1318	32.49%	31.58%	15.79%	5.26%	05/01/25	0%	47.37%	21.05%	5.26%	10.53%	10.53%	5.26%

	May 2025 STAAR Reading Language Arts Spanish, Grade 3														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Sheldon Lake Elementary	8	18	1263	35.10%	25%	12.50%	0%	05/01/25	0%	50%	25%	12.50%	0%	12.50%	0%
Economic Disadvantage	6	20	1283	37.82%	33.33%	16.67%	0%	05/01/25	0%	33.33%	33.33%	16.67%	0%	16.67%	0%
American Indian/ Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	8	18	1263	35.10%	25%	12.50%	0%	05/01/25	0%	50%	25%	12.50%	0%	12.50%	0%
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Currently Emergent Bilingual	8	18	1263	35.10%	25%	12.50%	0%	05/01/25	0%	50%	25%	12.50%	0%	12.50%	0%
First Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Indicator	2	13	1177	24.04%	0%	0%	0%	05/01/25	0%	100%	0%	0%	0%	0%	0%

	May 2025 STAAR Reading Language Arts, Grade 4														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Sheldon Lake Elementary	107	25	1506	47.56%	71.96%	39.25%	13.08%	05/01/25	0%	19.63%	8.41%	12.15%	20.56%	26.17%	13.08%

	May 2025 STAAR Reading Language Arts, Grade 4														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Economic Disadvantage	93	25	1507	47.62%	72.04%	39.78%	12.90%	05/01/25	0%	18.28%	9.68%	12.90%	19.35%	26.88%	12.90%
American Indian/ Alaskan Native	2	31	1592	59.62%	100%	50%	50%	05/01/25	0%	0%	0%	0%	50%	0%	50%
Asian	1	47	1854	90.38%	100%	100%	100%	05/01/25	0%	0%	0%	0%	0%	0%	100%
Black/African American	38	24	1489	45.34%	63.16%	34.21%	10.53%	05/01/25	0%	26.32%	10.53%	7.89%	21.05%	23.68%	10.53%
Hispanic	64	25	1509	47.93%	76.56%	40.62%	12.50%	05/01/25	0%	17.19%	6.25%	15.62%	20.31%	28.12%	12.50%
Two or More Races	1	15	1387	28.85%	0%	0%	0%	05/01/25	0%	0%	100%	0%	0%	0%	0%
White	1	31	1585	59.62%	100%	100%	0%	05/01/25	0%	0%	0%	0%	0%	100%	0%
Currently Emergent Bilingual	24	23	1485	44.63%	79.17%	41.67%	0%	05/01/25	0%	16.67%	4.17%	20.83%	16.67%	41.67%	0%
First Year of Monitoring	3	44	1774	83.97%	100%	100%	100%	05/01/25	0%	0%	0%	0%	0%	0%	100%
Second Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Indicator	19	15	1370	29.15%	26.32%	5.26%	5.26%	05/01/25	0%	52.63%	21.05%	5.26%	15.79%	0%	5.26%

	May 2025 STAAR Reading Language Arts Spanish, Grade 4														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Sheldon Lake Elementary	4	21	1352	40.87%	50%	25%	25%	05/01/25	0%	50%	0%	25%	0%	0%	25%
Economic Disadvantage	3	15	1253	28.21%	33.33%	0%	0%	05/01/25	0%	66.67%	0%	33.33%	0%	0%	0%

	May 2025 STAAR Reading Language Arts Spanish, Grade 4														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
American Indian/ Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	4	21	1352	40.87%	50%	25%	25%	05/01/25	0%	50%	0%	25%	0%	0%	25%
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Currently Emergent Bilingual	4	21	1352	40.87%	50%	25%	25%	05/01/25	0%	50%	0%	25%	0%	0%	25%
First Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Indicator	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 5														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Sheldon Lake Elementary	117	29	1577	55.36%	69.23%	48.72%	23.08%	05/01/25	0%	17.09%	13.68%	5.13%	15.38%	25.64%	23.08%
Economic Disadvantage	102	29	1573	55.03%	69.61%	50%	21.57%	05/01/25	0%	18.63%	11.76%	5.88%	13.73%	28.43%	21.57%
American Indian/ Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 5														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black/African American	48	26	1532	49.48%	58.33%	39.58%	14.58%	05/01/25	0%	25%	16.67%	0%	18.75%	25%	14.58%
Hispanic	63	31	1606	59.31%	76.19%	57.14%	28.57%	05/01/25	0%	12.70%	11.11%	7.94%	11.11%	28.57%	28.57%
Two or More Races	4	36	1686	68.27%	100%	50%	50%	05/01/25	0%	0%	0%	25%	25%	0%	50%
White	2	24	1514	46.15%	50%	0%	0%	05/01/25	0%	0%	50%	0%	50%	0%	0%
Currently Emergent Bilingual	24	30	1593	57.85%	70.83%	58.33%	25%	05/01/25	0%	12.50%	16.67%	4.17%	8.33%	33.33%	25%
First Year of Monitoring	7	41	1767	79.67%	100%	100%	71.43%	05/01/25	0%	0%	0%	0%	0%	28.57%	71.43%
Second Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Indicator	19	17	1413	33.40%	21.05%	10.53%	0%	05/01/25	0%	52.63%	26.32%	5.26%	5.26%	10.53%	0%

	May 2025 STAAR Mathematics, Grade 3														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Sheldon Lake Elementary	131	18	1406	47.49%	61.07%	32.06%	11.45%	05/01/25	0%	19.85%	19.08%	14.50%	14.50%	20.61%	11.45%
Economic Disadvantage	113	17	1401	46.74%	59.29%	30.97%	9.73%	05/01/25	0%	20.35%	20.35%	14.16%	14.16%	21.24%	9.73%

	May 2025 STAAR Mathematics, Grade 3														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
American Indian/ Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black/African American	46	14	1331	36.60%	34.78%	13.04%	6.52%	05/01/25	0%	36.96%	28.26%	8.70%	13.04%	6.52%	6.52%
Hispanic	74	20	1448	53.62%	74.32%	43.24%	14.86%	05/01/25	0%	10.81%	14.86%	17.57%	13.51%	28.38%	14.86%
Two or More Races	5	17	1392	45.41%	80%	0%	0%	05/01/25	0%	0%	20%	20%	60%	0%	0%
White	6	21	1468	57.21%	83.33%	66.67%	16.67%	05/01/25	0%	16.67%	0%	16.67%	0%	50%	16.67%
Currently Emergent Bilingual	31	20	1452	54.66%	83.87%	48.39%	16.13%	05/01/25	0%	9.68%	6.45%	25.81%	9.68%	32.26%	16.13%
First Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second Year of Monitoring	2	29	1625	78.38%	100%	100%	50%	05/01/25	0%	0%	0%	0%	0%	50%	50%
Special Ed Indicator	19	13	1319	35.28%	47.37%	5.26%	5.26%	05/01/25	0%	42.11%	10.53%	21.05%	21.05%	0%	5.26%

	May 2025 STAAR Mathematics Spanish, Grade 3														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Sheldon Lake Elementary	8	12	1298	31.08%	25%	0%	0%	05/01/25	0%	50%	25%	12.50%	12.50%	0%	0%
Economic Disadvantage	6	12	1306	32.43%	33.33%	0%	0%	05/01/25	0%	50%	16.67%	16.67%	16.67%	0%	0%
American Indian/ Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	May 2025 STAAR Mathematics Spanish, Grade 3														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	8	12	1298	31.08%	25%	0%	0%	05/01/25	0%	50%	25%	12.50%	12.50%	0%	0%
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Currently Emergent Bilingual	8	12	1298	31.08%	25%	0%	0%	05/01/25	0%	50%	25%	12.50%	12.50%	0%	0%
First Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Indicator	2	8	1233	21.62%	0%	0%	0%	05/01/25	0%	100%	0%	0%	0%	0%	0%

	May 2025 STAAR Mathematics, Grade 4														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Sheldon Lake Elementary	108	20	1519	50.14%	61.11%	34.26%	12.04%	05/01/25	0%	15.74%	23.15%	10.19%	16.67%	22.22%	12.04%
Economic Disadvantage	94	20	1521	50.40%	61.70%	35.11%	11.70%	05/01/25	0%	14.89%	23.40%	11.70%	14.89%	23.40%	11.70%
American Indian/ Alaskan Native	2	25	1589	62.50%	100%	50%	0%	05/01/25	0%	0%	0%	0%	50%	50%	0%
Asian	1	39	2038	97.50%	100%	100%	100%	05/01/25	0%	0%	0%	0%	0%	0%	100%

	May 2025 STAAR Mathematics, Grade 4														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Black/African American	40	18	1485	45.44%	45%	30%	7.50%	05/01/25	0%	22.50%	32.50%	5%	10%	22.50%	7.50%
Hispanic	64	21	1530	52.03%	68.75%	35.94%	14.06%	05/01/25	0%	12.50%	18.75%	12.50%	20.31%	21.88%	14.06%
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	1	18	1480	45%	100%	0%	0%	05/01/25	0%	0%	0%	100%	0%	0%	0%
Currently Emergent Bilingual	24	20	1508	49.69%	70.83%	25%	4.17%	05/01/25	0%	4.17%	25%	16.67%	29.17%	20.83%	4.17%
First Year of Monitoring	3	34	1820	85%	100%	100%	66.67%	05/01/25	0%	0%	0%	0%	0%	33.33%	66.67%
Second Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Indicator	19	15	1428	36.58%	21.05%	10.53%	0%	05/01/25	0%	31.58%	47.37%	0%	10.53%	10.53%	0%

	May 2025 STAAR Mathematics Spanish, Grade 4														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Sheldon Lake Elementary	4	18	1474	43.75%	50%	25%	25%	05/01/25	0%	50%	0%	25%	0%	0%	25%
Economic Disadvantage	3	13	1401	32.50%	33.33%	0%	0%	05/01/25	0%	66.67%	0%	33.33%	0%	0%	0%
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	May 2025 STAAR Mathematics Spanish, Grade 4														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Hispanic	4	18	1474	43.75%	50%	25%	25%	05/01/25	0%	50%	0%	25%	0%	0%	25%
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Currently Emergent Bilingual	4	18	1474	43.75%	50%	25%	25%	05/01/25	0%	50%	0%	25%	0%	0%	25%
First Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Indicator	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	May 2025 STAAR Mathematics, Grade 5														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Sheldon Lake Elementary	115	21	1588	49.96%	54.78%	36.52%	13.91%	05/01/25	0%	23.48%	21.74%	6.09%	12.17%	22.61%	13.91%
Economic Disadvantage	100	21	1583	49.38%	54%	36%	13%	05/01/25	0%	23%	23%	7%	11%	23%	13%
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black/African American	47	17	1514	40.43%	38.30%	21.28%	6.38%	05/01/25	0%	34.04%	27.66%	6.38%	10.64%	14.89%	6.38%
Hispanic	62	24	1644	57.07%	66.13%	48.39%	19.35%	05/01/25	0%	16.13%	17.74%	3.23%	14.52%	29.03%	19.35%

	May 2025 STAAR Mathematics, Grade 5														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Two or More Races	4	25	1650	60.12%	75%	50%	25%	05/01/25	0%	0%	25%	25%	0%	25%	25%
White	2	14	1469	33.33%	50%	0%	0%	05/01/25	0%	50%	0%	50%	0%	0%	0%
Currently Emergent Bilingual	24	26	1656	60.91%	83.33%	50%	12.50%	05/01/25	0%	8.33%	8.33%	4.17%	29.17%	37.50%	12.50%
First Year of Monitoring	7	34	1862	80.27%	100%	85.71%	57.14%	05/01/25	0%	0%	0%	0%	14.29%	28.57%	57.14%
Second Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Indicator	19	11	1424	26.94%	5.26%	0%	0%	05/01/25	0%	57.89%	36.84%	0%	5.26%	0%	0%

	May 2025 STAAR Science, Grade 5														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Sheldon Lake Elementary	116	18	3550	45.40%	45.69%	13.79%	4.31%	05/01/25	0%	21.55%	32.76%	16.38%	15.52%	9.48%	4.31%
Economic Disadvantage	101	17	3531	44.71%	44.55%	12.87%	3.96%	05/01/25	0%	22.77%	32.67%	16.83%	14.85%	8.91%	3.96%
Black/African American	48	15	3347	37.82%	27.08%	6.25%	2.08%	05/01/25	0%	37.50%	35.42%	10.42%	10.42%	4.17%	2.08%
Hispanic	63	20	3693	50.71%	58.73%	17.46%	6.35%	05/01/25	0%	11.11%	30.16%	20.63%	20.63%	11.11%	6.35%
Two or More Races	4	21	3738	53.85%	75%	50%	0%	05/01/25	0%	0%	25%	25%	0%	50%	0%

	May 2025 STAAR Science, Grade 5														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
White	1	16	3453	41.03%	0%	0%	0%	05/01/25	0%	0%	100%	0%	0%	0%	0%
Currently Emergent Bilingual	24	19	3604	47.86%	58.33%	4.17%	0%	05/01/25	0%	8.33%	33.33%	20.83%	33.33%	4.17%	0%
First Year of Monitoring	7	27	4242	69.96%	100%	57.14%	28.57%	05/01/25	0%	0%	0%	28.57%	14.29%	28.57%	28.57%
Special Ed Indicator	19	13	3225	33.33%	10.53%	5.26%	0%	05/01/25	0%	47.37%	42.11%	0%	5.26%	5.26%	0%

Student Achievement Strengths

- There is growth in Reading 2024 STAAR to Reading 2025 STAAR in 3rd-5th.
- There is growth in Math 2024 STAAR to Reading 2025 STAAR in 3rd-5th.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 3rd-5th grade students performed lower in Mathematics and in Reading.

Root Cause: The district adopted a new math curriculum resource. The teachers encountered challenges in navigating the new resource and pedagogy associated with teaching the resource.

Problem Statement 2 (Prioritized): Special Education students are performing lower than all other sub-populations in Reading and Math

Root Cause: There is a need for additional intervention, targeted IEP goals and time that address the needs of our special education population.

School Culture and Climate

School Culture and Climate Summary

Year	Attendance	Percent	Flag	Goal	Absentees
24-25	Sixth six weeks	92.6%		0%	1,429
24-25	Fifth six weeks	94.7%		0%	984
24-25	Fourth six weeks	93.3%		0%	995
24-25	Third six weeks	94.5%		0%	958
24-25	Second six weeks	95.3%		0%	831
24-25	First six weeks	96.5%		0%	608

Year	Discipline	Status	Flag	Goal	Incidents
24-25	Sixth six weeks	0.79%		0%	5
24-25	Fifth six weeks	1.26%		0%	8
24-25	Fourth six weeks	0.48%		0%	5
24-25	Third six weeks	2.52%		0%	16
24-25	Second six weeks	1.25%		0%	9
24-25	First six weeks	0.78%		0%	5

A survey was presented to the community in May 2025. The data from the survey is below:

- 56 surveys were collected
- District/Campus Administration and staff at this school are approachable and reachable
 - 46/56 satisfied/very satisfied
- The school and district value my thoughts, opinions, and suggestions.
 - 35/56 satisfied/very satisfied
- The district/school respect and include diverse cultures, backgrounds, and family structures
 - 45/56 satisfied/very satisfied

- Parent communication channels, such as Parent Square, easy to use?
 - 45/56 satisfied/very satisfied
- My child's school gives opportunities for and encourages me to participate in parent/teacher conferences.
 - 45/56 satisfied/very satisfied
- Are you satisfied with the amount of feedback and information you get about your child's progress?
 - 45/56 satisfied/very satisfied
- My child's school has explained the different assessments/tests used to determine student academic achievement to me.
 - 39/56 satisfied/very satisfied

School Culture and Climate Strengths

- Committees were set in place for Culture/Climate, PBIS, SBDM, Parent Engagement, staff moral, Hispanic heritage month, Black History Month, and Staff Math & Literacy. Each committee consisted of a representative from every team.
- Sheldon Lake elementary also hosted multiple parent engagement events during the school day and after school such as Truck or Treat, Cocoa and crafts, Watch Dogs, Hispanic Heritage Program, Black History Program, Winter Holiday Extravaganza.
- Our average daily attendance for the 24-25 school year was 94.56%

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students have severe gaps in their social emotional learning, especially with coping skills and conflict negotiation.

Root Cause: Our students have not been explicitly taught coping skills or conflict resolution. Our teachers do not have a prescribed SEL curriculum that supports teaching our students skills related to conflict, anger and anxiety.

Problem Statement 2 (Prioritized): Staff had difficulties with managing student behavior.

Root Cause: The school staff did not have knowledge or strategies to manage increased student behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Qualified teachers are the number one variable for students success. In an effort to increase student academic achievement through strategies such as improving teacher quality and increasing the number of highly effective teachers in the classroom; Sheldon Lake Elementary will recruit, develop, and retain highly effective personnel at all levels. The campus is committed to providing the following initiatives to support the development of highly effective instructional staff:

- Sheldon Lake Elementary works collaboratively with the district personnel department to recruit teachers.
- Sheldon Lake Elementary works collaboratively with the multilingual department to recruit bilingual teachers.
- The campus provides an opportunity for staff development to develop teachers to become master teachers.
- Campus administrators and lead teachers mentor teachers on campus.
- Campus Instructional Specialists provide training and planning sessions to support teachers in the classroom.
- Staff rewards, incentives, and recognition.
- Focus on Best Practices Framework
- Strong mentor program for 1st and 2nd-year teachers
- On-going professional development

Staff Quality, Recruitment, and Retention Strengths

- Staff is provided opportunities to participate in timely and appropriate district professional development throughout the school year. As an additional benefit, out-of-district staff members are eligible to apply for inter-district transfers for their children to attend school in SISD.
- A strong mentoring program has been implemented at Sheldon Lake Elementary to ensure the needs of our new teachers are met. Guidance and assistance are consistently provided by the administrative team.
- Building teacher capacity in weekly PLC and power-planning sessions every 9-weeks

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Some new teachers to the field and new teachers to the district struggle with classroom management and understanding the instructional expectations/non-negotiables of the district curriculum.

Root Cause: New teachers attend mentor meetings and are expected to go back and implement what they were trained in. All teachers attend district provided professional development (Power Up's) and outside professional development provided by reputable organizations such as Region 4 and Lead4ward, to build capacity in the content and address instructional concerns.

Problem Statement 2: There is an increase of teacher absenteeism.

Root Cause: Teachers are required to attend subject are power-ups during the school day, through out the year. Additionally, teachers who have not completed the reading academy are required to attend 10 full day sessions through out the school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Sheldon ISD provides the campus with the vertically aligned Sheldon curriculum including a scope and sequence for teachers to follow in all core subject areas. Classroom teachers worked with district personnel to help develop this curriculum. Teachers attend weekly planning with instructional coaches and teams plan together. Weekly PLCs are held on campus at the beginning of the school day. Teachers are provide additional strategies through AVID. Snapshot assessments were created by teachers. Coaches meet weekly with teacher for planning and support. Tutors and CIS provide assistance in the classrooms by pulling small groups for small group instruction and conferencing with students.

District snaps shots are given following each unit and benchmark assessments are given quarterly. After each curriculum based assessment, campus CISs and administration meets with grade level teams to disaggregate data, analyzing: strengths, weaknesses and trends. Students who exhibit ongoing struggles are place in intervention groups according to their needs.

District Curriculum - Scope and Sequence

McGraw Hill

Target Board Math

iReady

Forde Ferrier

Curriculum, Instruction, and Assessment Strengths

Sheldon ISD provides the campus with the vertically aligned Sheldon curriculum including a scope and sequence for teachers to follow in all core subject areas. Classroom teachers worked with district personnel to help develop this curriculum. Teachers are provide additional strategies through AVID. Snapshot assessments were created by teachers. Coaches meet weekly with teacher for planning and support. Tutors and CIS provide assistance in the classrooms and virtually pulling small groups for small group instruction and conferencing with students virtually.

Eagle Time interventions

Guided Math

Guided Reading

Tutoring as needed

Teacher/Coaches develop formative assessments

Teachers, Coaches, and Administrators plan together

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Sheldon Lake Elementary needs to provide teachers with a way to build foundational skills, while teaching Tier 1 instruction for core content areas.

Root Cause: The teachers do not know how to navigate the curriculum that allows for teachers to determine what to implement that will meet the needs of the students. Teachers sometimes get behind on the scope and sequence because they are trying to provide interventions at the same time as teaching grade level curriculum.

Family and Community Engagement

Family and Community Engagement Summary

Currently, parents and the community are involved with the school through the the Site Based Decision Making Committee. Sign-in sheets are present at each meeting. The site based decision making committee is comprised of campus administrators, teachers, parents of students, a business representative, and community members.

All school information is printed and distributed in English as well as Spanish to accommodate the Spanish speaking population. Messages are also posted on the marquee in front of the school. A monthly newsletter is distributed with a school activity calendar. Sheldon Lake Elementary communicates via Parent Square, Facebook, flyers, and parent emails. An additional functionality of Skyward is that parents have 24 hour access to grades, attendance, and discipline records-Family Access

Family and Community Engagement Strengths

To establish strong parent involvement activities at Sheldon Lake Elementary in grades 1-5, district and school staff will involve parents in appropriate training for service in voluntary instructional and support roles at school. 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 year, we will be further engaging our parents, family and community through events such as:

- Fine Arts Performances and Displays
- Art Students' Participation in Houston Livestock Show
- GT Program and GT Expo
- County Health Fairs
- Dyslexia Parent Meetings
- Dual Language Parent Meetings
- Elementary UIL Events
- Family Math and Science Night
- Family Literacy Night
- GT Parent Meetings and Parent Survey
- Holiday Lunches on Campuses
- Cocoa and Crafts
- Lunch With Students
- Meet the Teacher Nights
- Red Ribbon Week Activities
- Summer School Programs, Grades K-12
- Title I Parent Meeting and Parent Survey
- District Choral Canvas
- Campus Cultural Celebrations (Black History Month and Hispanic Heritage Month) and Programs
- Campus Field Day events
- Parent/Teacher Conferences
- Career Day

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Improve parent engagement and parent- teacher communication

Root Cause: Communication between classroom teachers and parents to promote school events

Problem Statement 2: Parents lack the knowledge to support their kids at home academically.

Root Cause: Parents have limited awareness on their children are being taught.

School Organization

School Organization Summary

The campus and district use a variety of progress measures to guide instruction throughout the school year: district benchmarks, mock STAAR tests, iReady, and CFA's. The data from these assessments is disaggregated during PLC meetings for each grade level. This data is used to inform decisions regarding additional intervention or instruction that can occur both before, during, or after school. Common planning time is in place for each grade level.

Sheldon Lake Elementary has 35 total homeroom classrooms. The breakdown is as follows:

- 6 - 1st grade classrooms
- 7 - 2nd grade classrooms
- 7 - 3rd grade classrooms
- 6 - 4th grade classrooms
- 6 - 5th grade classrooms
- 3 - SPED Self contained classrooms

Identified students will participate in one or more of the following special education programs, if assigned:

- Life Skills (1 teacher, 1 paraprofessional)
- Structured Unit (1 teacher, 2 paraprofessionals)
- DRIVE- Behavior Program (1 teacher, 1 paraprofessionals)
- Resource Math (1 teacher)
- Resource Reading (1 teacher)
- In Class Support (1 paraprofessional)

The office staff consists of the following staff members:

- Principal
- Assistant Principal
- Counselor
- Campus Secretary
- Attendance Clerk
- PEIMS Clerk

Students rotate daily in the Specials/Ancillary classes. The following classes are provided to students:

- Music
- Art
- PE
- Library
- Computer Lab
- Drama

Four instructional specialists (ELA and Math/Science) are included on the support team, in addition to 2 intervention/support teachers and 2 paraprofessionals.

Daily Accelerated Instruction/Enrichment time is built into the master schedule to support all students, regardless of their level, to achieve at their potential.

School Organization Strengths

Teachers' voice can be heard in the decision making process through site based decision making committees, faculty meetings, PBIS meetings, and campus leadership meetings which bring in the voice of all teachers, as well as through staff surveys. Team leader meetings are held monthly. Duty rosters and supervision schedules are created and monitored by administration.

Sheldon Lake Elementary has an after school program, provided through the 21 Century grant that students can attend at no cost.

A strong campus support team is organized to provide reading and math intervention support at every grade level.

A variety of support is in place for our students serviced through special education services.

Problem Statements Identifying School Organization Needs

Problem Statement 1: The 2 SPED resource teachers struggle to effectively provide quality instruction based on the schedule of services (pull-out and push-in) for each SPED student.

Root Cause: The SPED Teacher to student ratio is high. Sheldon Lake Elementary has 68 students that receive either resource or inclusion support. That is a ratio of 1 SPED teacher to 34 students. The case load is too large.

Technology

Technology Summary

Based on the 2025 summer inventory check, the campus has an adequate collection of technology equipment. We will continue to design projects that utilize BYOD skills. Teachers utilize various resources to assist them in classroom lesson planning. Teachers have been provided with computers for the classroom. Campus surveys indicate student time and exposure to new technology programs such as flip grid, etc, and not just google classroom to get students engaged in the learning.

Technology Strengths

Each student is issued a device.

Touchscreen technology in the classrooms.

Each classroom has a Chromebook cart for proper charging and storage.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students broken devices and headphones and need to be replaced more frequent.

Root Cause: The devices are not of the highest quality and some are at end of life.

Problem Statement 2 (Prioritized): Sheldon Lake Elementary needs training on how to best utilize educational technology that allows students to think critically.

Root Cause: There needs to be professional development that allows teachers to work collaboratively with other teachers on how to implement technology in the classroom. We also need to make sure we have devices that meets the needs of our students based on their age and if it is developmentally appropriate.

Priority Problem Statements

Problem Statement 1: Sheldon Lake Elementary has an 85% at-risk student population.

Root Cause 1: There is a high mobility rate. Students do not complete a full school year at Sheldon Lake.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 3rd-5th grade students performed lower in Mathematics and in Reading.

Root Cause 2: The district adopted a new math curriculum resource. The teachers encountered challenges in navigating the new resource and pedagogy associated with teaching the resource.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Special Education students are performing lower than all other sub-populations in Reading and Math

Root Cause 3: There is a need for additional intervention, targeted IEP goals and time that address the needs of our special education population.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Students have severe gaps in their social emotional learning, especially with coping skills and conflict negotiation.

Root Cause 4: Our students have not been explicitly taught coping skills or conflict resolution. Our teachers do not have a prescribed SEL curriculum that supports teaching our students skills related to conflict, anger and anxiety.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Staff had difficulties with managing student behavior.

Root Cause 5: The school staff did not have knowledge or strategies to manage increased student behaviors.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Some new teachers to the field and new teachers to the district struggle with classroom management and understanding the instructional expectations/non-negotiables of the district curriculum.

Root Cause 6: New teachers attend mentor meetings and are expected to go back and implement what they were trained in. All teachers attend district provided professional development (Power Up's) and outside professional development provided by reputable organizations such as Region 4 and Lead4ward, to build capacity in the content and address instructional concerns.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Sheldon Lake Elementary needs to provide teachers with a way to build foundational skills, while teaching Tier 1 instruction for core content areas.

Root Cause 7: The teachers do not know how to navigate the curriculum that allows for teachers to determine what to implement that will meet the needs of the students. Teachers sometimes get behind on the scope and sequence because they are trying to provide interventions at the same time as teaching grade level curriculum.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Improve parent engagement and parent- teacher communication

Root Cause 8: Communication between classroom teachers and parents to promote school events

Problem Statement 8 Areas: Family and Community Engagement

Problem Statement 9: Sheldon Lake Elementary needs training on how to best utilize educational technology that allows students to think critically.

Root Cause 9: There needs to be professional development that allows teachers to work collaboratively with other teachers on how to implement technology in the classroom. We also need to make sure we have devices that meets the needs of our students based on their age and if it is developmentally appropriate.

Problem Statement 9 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

- Professional development needs assessment data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Performance Goal: By June 2026, Sheldon Lake Elementary will increase the overall STAAR component score from 36 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 1: Performance Goal: By June 2026, Sheldon Lake Elementary will increase the overall STAAR component score from 36 to 43 by increasing the number of students who achieve meets and masters.

High Priority

Evaluation Data Sources: 2025 STAAR assessment data and TAPR report

Strategy 1 Details	Reviews			
Strategy 1: Comprehensive Support Strategy Targeted Support Strategy 1) Implement Objective-driven formative assessments to progress monitoring and track student data and growth using Guided Reading, Running records, i-Ready reading , and teacher/CIS created assessments in all grade levels that will provide provide opportunities for all children to meet the challenging State academic standards. (August 2025, October 2025, November, 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: By the end of each grading cycle (9-week period) we will review DCA data and expected results should be an increase of 5 percentage. Staff Responsible for Monitoring: Teachers Math/ELA Instructional coaches Principal Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211-Title I - \$2,500, - 199-State Comp. Ed.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs (Alley Theatre - Staging STEM partnership program), activities, and courses necessary to provide a well-rounded education such as data-driven instruction in the form of tutoring during school, after school, on Saturdays, and/ or summer school for 3-5 in order to meet minimum expectations on STAAR Math, Reading, and Science. (September 2025, November 2025, December 2025, January 2026, February 2026, March 2026, and April 2026)</p> <p>Strategy's Expected Result/Impact: Campus and district based assessments will be used as monitoring tool</p> <p>Staff Responsible for Monitoring: Math/ELA instructional coach Assistant Principal Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-State Comp. Ed. - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize a variety of research-based instructional resources and strategies (Guided Reading, Lead4ward, SAAVAS, i-ready, Hand2mind, , AVID, Learning A-Z, Reading A-Z, data walls, and intervention strategies) to maximize learning. Including technology integration and use of by students. (July 2025, August 2025, October 2025, November, 2025, December 2025, February 2026, March 2026, and May 2026)</p> <p>Strategy's Expected Result/Impact: Classroom Observation, T-Tess data, assessment data, AVID walkthroughs</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
Strategy 4: Provide a variety of testing materials to make the STAAR experience smooth for all students including but not limited to printed materials, paper copies, books, and other resources to support all students especially those identified at at-risk. (July 2025, August 2025, October 2025, November, 2025, December 2025, January 2026, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Classroom Observations during STAAR testing Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Improve low-performing schools Funding Sources: - 211-Title I - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Provide a variety of instructional materials to deliver targeted interventions (Tier 1, 2 and 3) to address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standard and maximize learning for all students; including but not limited to printed materials, paper copies, books, pocket folders, white boards, dry erase markers, chart paper, and other resources. (July 2025, August 2025, October 2025, November, 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Classroom Observation, T-Tess data, assessment data, STAAR testing data, campus and district based assessments. Staff Responsible for Monitoring: Administrators, CISs and Interventionists TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199-State Comp. Ed. - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Goal: By June 2026, Sheldon Lake Elementary will increase the overall STAAR component score from 36 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 2: By June 2026, the student achievement score for all students taking the STAAR Reading will increase from a component score of 43 to 47.

- The percentage of approaches will increase from 69% to 75%
- The percentage of meets will increase to from 42% to 50%.
- The percentage of masters will increase from 17% to 20%.

High Priority

Evaluation Data Sources: 2025 STAAR assessment data, TAPR report, and District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Provide Interventionists and Campus Instructional Specialists (CIS) to support the teaching and learning process by coaching teachers and providing small group instruction for struggling students. (September 2025, October 2025, November, 2025, December 2025, February 2026, March 2026, and May 2026)</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity in their core subject areas, resulting in higher student achievement.</p> <p>Staff Responsible for Monitoring: Interventionists and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional development - 211-Title I - 50% - \$140,000, - 199-State Comp. Ed. - 50% - \$140,000</p>	 <p>Some Progress</p>			

Strategy 2 Details		Reviews			
Strategy 2: Provide a strong foundation in reading for ALL students by ensuring professional development in guided reading grades 1-2; and to support reading to learning in grades 3-5. (Aug. 2025, November 2025, January 2026, March 2026, and June 2026) Strategy's Expected Result/Impact: Increase in student reading growth. Staff Responsible for Monitoring: Principal and Campus Instructional Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211-Title I - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Sheldon Lake teachers in each grade will participate in the TEA Science of Reading initiative, facilitated by the district literacy coaches. (August 2025, October 2025, November, 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Professional development and in class support for teachers will show increased student achievement during the year. Staff Responsible for Monitoring: District Literacy coach Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources:		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 4 Details		Reviews			
Strategy 4: Provide i-ready Reading for students in 1st - 5th grade to give targeted, individualized support for each student, including those identified as At-Risk and those who need higher level enrichment in Reading. (August 2025, October 2025, November, 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Students receive targeted time on i-Ready that is aligned to their need and they show individual growth during the year. Staff Responsible for Monitoring: Teachers CISs Administrators TEA Priorities: Build a foundation of reading and math Funding Sources: - 199-State Comp. Ed. - \$10,000		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 5 Details		Reviews			
Strategy 5: Utilize our Intervention and Enrichment block (Eagle Time) to provide small group interventions in reading skills to at-risk students, specifically targeting sub-populations (Economically disadvantaged, Special Education, English Learners, African American, etc) and individual students who are at-risk of not meeting the challenging State academic standards. (September 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: Increased student achievement in reading for each student, based on their individual growth. Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 6 Details		Reviews			
Strategy 6: Utilize our Intervention and Enrichment block (Eagle Time) to provide opportunities for students to received "well-rounded" learning experiences in Project Based Learning, Gifted and Talented, Learning Through the Arts, etc. (September 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: Enhanced opportunities for students to engage in higher level thinking activities. Staff Responsible for Monitoring: Administration, Campus Instructional Specialists, Activity team TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 7 Details		Reviews			
Strategy 7: Facilitate the implementation and fidelity of best practices in Reading through purchasing resources (guided reading leveled books, classroom novel sets, classroom library books) and materials (including paper to print Reading A-Z books, storage bins & containers, labels), power planning sessions, data analysis, PLC's, modeling of Balanced Literacy and Guided Reading, coaching rounds, and AVID WICOR instructional strategies in 1st - 5th grade. (August 2025, September 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Increased instructional capacity for all teachers in Reading. Staff Responsible for Monitoring: Teachers, Campus Instructional Specialists Administrators TEA Priorities: Build a foundation of reading and math Funding Sources: Purchase start up materials and resources for Reading (including paper for Reading A-Z books) - 211-Title I - \$4,000, Purchase intervention materials such as LLI and Dyslexia kits - 211-Title I - \$6,000		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 8 Details		Reviews			
Strategy 8: Provide STAAR camps prior to STAAR testing to enrich and remediate students on Reading skills. (January 2026, February 2026, March 2026, April 2026, and May 2026) Strategy's Expected Result/Impact: Increase in student achievement between Interim assessments and STAAR assessments. Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Administrators TEA Priorities: Build a foundation of reading and math Funding Sources: - 199-General funds - \$2,500, - 211-Title I - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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

Performance Goal: By June 2026, Sheldon Lake Elementary will increase the overall STAAR component score from 36 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 3: By June 2026, the student achievement score for all students taking the STAAR Math will increase from a component score of 37 to 43.

- The percentage of approaches will increase from 58% to 70%
- The percentage of meets will increase to from 46% to 50%.
- The percentage of masters will increase from 12% to 20%.

High Priority

Evaluation Data Sources: STAAR Math Scores, District assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide Classroom Instructional Specialists (CIS) to support the teaching and learning process by coaching teachers and providing small group instruction for struggling students. (August 2025, October 2025, November, 2025, December 2025, January 2026, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Increased teacher capacity in their core subject areas, resulting in higher student achievement. Staff Responsible for Monitoring: Campus Instructional Specialists Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide i-Ready for students in grades 1st - 5th to give targeted, individualized support for each student, including those identified as At-Risk of not meeting the challenging State academic standards and those who need higher level enrichment in Math. (September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, and May 2026)</p> <p>Strategy's Expected Result/Impact: Students receive targeted time on iReady that is aligned to their need and they show individual growth during the year.</p> <p>Staff Responsible for Monitoring: Teachers CIS's Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199-General funds - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: Facilitate the implementation and fidelity of best practices in Math and Science through purchasing math manipulatives and materials, power planning sessions, data analysis, PLC's, SAAVAS materials, modeling of Guided Math, coaching rounds, and AVID WICOR instructional strategies in 1st - 5th grade. (August 2025, October 2025, November 2025, December 2025, February 2026, March 2026, and May 2026)</p> <p>Strategy's Expected Result/Impact: Increased instructional capacity for all teachers in Math.</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Purchase start up math manipulatives and materials - 211-Title I - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 4 Details		Reviews			
Strategy 4: Utilize our Intervention and Enrichment block (Eagle Time) to provide small group interventions in math skills, accelerated learning, after school tutorials, and Saturday tutorials for a "well rounded" education that target sub-populations (Economically disadvantaged, Special Education, English Learners, Gifted and Talented, etc) and individual students. (October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026) Strategy's Expected Result/Impact: Increased student achievement in math for each student, based on their individual growth. Staff Responsible for Monitoring: Teachers Campus instructional Specialists Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199-State Comp. Ed. - \$8,000		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 5 Details		Reviews			
Strategy 5: Provide STAAR camps prior to STAAR testing to enrich and remediate students on Math and Science skills. (January 2026, February 2026, March 2026, and April 2026) Strategy's Expected Result/Impact: Increase in student achievement between Interim assessments and STAAR assessments. Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Administrators TEA Priorities: Build a foundation of reading and math Funding Sources: - 199-General funds - \$2,500, - 211-Title I - \$500		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Goal: By June 2026, Sheldon Lake Elementary will increase the overall STAAR component score from 36 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 4: By June 2026, the student achievement score for all students taking the STAAR Science will increase 30 points in approaches, 29 points at meets, and 17 points at masters.

The percentage of approaches will increase from 40 % to 70%

The percentage of meets will increase to from 11% to 40%.

The percentage of masters will increase from 3% to 20%.

Evaluation Data Sources: STAAR Science scores, District assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement student access to web-based Science lessons through SAAVAS and Summit K-12, anchor charts, and word walls to increase science vocabulary. (August 2025, October 2025, November 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Increased student achievement in identifying Science vocabulary words Staff Responsible for Monitoring: Administration, Campus Instructional Specialists, Teachers Funding Sources: - 199-General funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Facilitate continuous monitoring of data through student Science journals, quarterly data talks with staff, and setting goals with students after each local assessment to monitor academic growth by grade level, sub-populations, and special programs (Economically Disadvantaged, English Learners, Special Education, Gifted and Talented, etc.) October 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Increased student achievement in Science for each student, based on their individual growth. Staff Responsible for Monitoring: Teachers, Campus Instructional Specialists, Administration TEA Priorities: Improve low-performing schools Funding Sources: - 199-General funds - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: The campus will provide technology opportunities to students in all areas including Activity areas like such as PE, ART, Music, etc. Students will have access to Chromebooks, headphones with microphones, touchscreen TV, projectors.(August 2025, October 2025, November 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Integration of technology in different areas on campus Staff Responsible for Monitoring: Principal Director of Innovative Programs TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Goal: By June 2026, Sheldon Lake Elementary will increase the overall STAAR component score from 36 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 5: Sheldon Lake Elementary will foster best instructional practice through AVID teaching strategies, online instructional resources, professional development for teachers, participation in AVID conferences and workshops and AVID membership for the campus. (August 2025, October 2025, November 2025, December 2025, February 2026, March 2026, and May 2026)

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

Strategy 1 Details		Reviews			
Strategy 1: Sheldon Lake Elementary will foster best instructional practice through AVID teaching strategies (including purchasing student planners / agendas), professional development for teachers, participation in AVID conferences and workshops and AVID membership for the campus. (Aug. 2025, November 2025, February 2026, June 2026, July 2026) Strategy's Expected Result/Impact: Increased student achievement as a result of rigorous instructional strategies. Staff Responsible for Monitoring: Teachers, CISs, Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Funding Sources: AVID Membership and Conference Registration - 211-Title I - \$5,000, AVID Instructional Materials - 211-Title I - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

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

Performance Goal: By June 2026, Sheldon Lake Elementary will increase the overall STAAR component score from 36 to 43 by increasing the number of students who achieve meets and masters.

Performance Objective 6: Sheldon Lake Elementary will increase student attendance from 97.5% to 98%.

Evaluation Data Sources: Average Weekly Attendance reports for the 2025-2026 school year.

Strategy 1 Details	Reviews			
Strategy 1: Reward students with perfect attendance by giving attendance incentives (award) each week, each nine weeks and/or EOY through PBIS incentive program (November 2025, January 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Increased attendance as measured by attendance records, daily logs, excused files and records. School attendance rate will be at 98% Staff Responsible for Monitoring: Student attendance report broken down each week and each nine weeks period Assistant Principal, Principal, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199-General funds - \$500	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

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

Performance Objective 1: By June 2026, teachers will show professional growth as defined by the T-TESS instrument through a program of staff development.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide each new teacher (any teacher with less than one year of experience) with a campus-based mentor, staff development, observation time and coaching. (August 2025, October 2025, November, 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Increased capacity for all new teachers and their retention for the next year. Staff Responsible for Monitoring: Lead Mentor Administrators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199-General funds - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide training for all teachers on Response to Intervention, STAAR strategies(Lead4ward training & Region 4 training opportunities), district "Best Practices" strategies, Essential Schools Framework priorities (Lesson Planning and corrective instructional action planning), AVID, team building, building positive relationships with stakeholders, Arts at the Core techniques, Universal Design for Learning strategies, PBIS, and differentiation to continue building instructional capacity. (August 2025, October 2025, November 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Increased capacity for all teachers and their retention for the next year. Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199-General funds - \$1,000, - 211-Title I - \$1,000, - 199-State Comp. Ed. - \$8,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Provide Campus Instructional Specialists to assist teachers with differentiated professional development, PLC and planning support, and in-class coaching opportunities to build their capacity for high quality instruction. (August 2025, October 2025, November 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Increased capacity for all teachers and their retention for the next year. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Provide training for the After School Program Site Coordinator by attending Local, State, and National Conferences as required or deemed necessary to fulfill the grant's requirements. (February 2026, March 2026, April 2026, June 2026, July 2026) Strategy's Expected Result/Impact: An increase in the staff effectiveness of the After School Program implementation. Certificate of Attendance Summative Staff Responsible for Monitoring: After School Program Coordinator District Contact * Report through Eduphoria Staff Responsible for Monitoring: After School Program Site Coordinator Title I Schoolwide Elements TEA Priorities: Improve low-performing schools Funding Sources: Professional development opportunities - 269 21st Century After-School Program (Cycle 11) - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: By June 2026, Sheldon Lake will provide opportunities for all parent and family members to engage in campus events, which promote school-home communication, shared decision-making, and learning opportunities for parents and families to impact student achievement.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Establish and foster a Campus Parent and Family Engagement Committee that will work in conjunction with the SDMC to develop, implement, and review our campus parent and family engagement policy, events and climate concerns. This group will meet quarterly during the year. The agreed upon PFE policy will be offered in English and Spanish and available in the campus front office and library, the district office, and in community spaces such as Greensbrook Place Community Clubhouse and the North Channel Library, 15741 Wallisville Rd Houston, TX 77049. (September 2025, October 2025, November, 2025, December 2025, February 2026, March 2026, and May 2026)</p> <p>Strategy's Expected Result/Impact: Increased parent voice and representation in the development and review our campus' parent/family engagement.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211-Title I - \$1,500</p>	<div><div></div></div> <div>Some Progress</div>			

Strategy 2 Details	Reviews			
Strategy 2: Provide a variety of opportunities to engage parents and families members on campus. Provide materials for the parent engagement events and programs. a. Title I/Open House (Sept. 2025**) b. Family Literacy Night / Trunk or Treat (Oct. 2025) c. SDMC meetings (monthly) d. Math & Literacy Nights (multiple days/nights and times during the year**) e. PVO (Parent Volunteer Organization) meetings / performances (Monthly) f. Family Engagement Event with the Children's Museum of Houston (Fall 2025) g. Meet the Teacher (Aug. 2025) h. Field Day (May 2026) i. Parent and Family Advisory/Engagement Committee (twice during the year - different days and times) j. Kindergarten and 5th grade transition events to be supported by parents. (Plan included in Title I crate) K. Watch Dogs Parent Volunteer program **These events will be offered during the school day and evening and different days of the week for families with varying availability. (August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Sheldon Lake will provide opportunities for ALL parents and community members at 100% participation. Staff Responsible for Monitoring: Administration, SDMC and PFE committees, Counselor ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211-Title I - \$3,000, - 199-General funds - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Promote the School-Home communication (i.e. newsletter, report cards, parent conferences, surveys, marquee, parent compacts, Parent Square, AVID binders, school web page and Twitter) in both English and Spanish. (August 2025, October 2025, November 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Parents and Families receive information in a language they communicate best. Staff Responsible for Monitoring: Administration Counselor Funding Sources: - 211-Title I - \$500, - 199-General funds - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Establish and foster community relationships, business partners and community organizations such as Houston Arts Partners, Houston Grand Opera, New Era Construction, and Generation Park businesses. (August 2025, October 2025, November 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: New partnerships established, presenting at local arts conferences Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Meet monthly during the 2025-2026 school year and will review the CNA and CIP in a formative review format on 11/2025, 1/2026, 3/2026, and 6/2026. This document will be available to the public by copies made available in both English and Spanish in the following locations: Sheldon Lake Elementary Office, Sheldon ISD's Ney Building Front Lobby, Greensbrook Community Clubhouse and the North Channel Library (15741 Wallisville Rd Houston, TX 77049. (August 2025, October 2025, November 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Increased access for the public to view these documents and become involved. Staff Responsible for Monitoring: Administration Director of Federal Programs and Compliance ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Parents of students participating in the After School Program will be invited to participate in activities such as the Spring Showcase, Parent/Community Advisory board meetings held once per quarter and monthly parent education activities on various topics presented in English and Spanish. (August 2025, October 2025, November, 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Formative: * Agenda, sign-in sheets, and minutes from Advisory board meetings Summative Staff Responsible for Monitoring: After School Program Site Coordinator Funding Sources: Contract with vendors and instructional materials to support presentations/refreshments - 269 21st Century After-School Program (Cycle 11) - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: By June 2026, Sheldon Lake Elementary will create and foster a school-wide PBIS model that promotes a safe and positive campus culture.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Establish a PBIS model on campus using "Eagle" expectations throughout the campus and researched best practices such as CHAMPs, Conscious Discipline and Social-Emotional learning strategies / behavioral RtI to help students become successful, well-rounded students who can handle conflict resolution and extreme emotional challenges. (August 2025, October 2025, November 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Low numbers of office referrals, successful student behaviors throughout the campus. Struggling students able to utilize strategies learned from the counseling curriculum. Staff Responsible for Monitoring: Teachers and Administrators Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide transition strategies for assisting kindergarten and 5th grade children in the transition from early childhood education programs to local elementary school programs and middle school programs, respectively. (May 2026) Strategy's Expected Result/Impact: Students will tour classes and receive all pertinent information. Staff Responsible for Monitoring: Counselor and Administration Funding Sources: - 199-General funds - \$500	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Implement a college and career mindset across the campus to expose students to post-secondary opportunities. -Career Pictures -College and Career Week -Careers on Wheels -College Day(Mondays) (August 2025, October 2025, November, 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: College pennants displayed, college week activities, students/staff wearing college t-shirts every Monday. Staff Responsible for Monitoring: Campus Administration, AVID site team, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199-State Comp. Ed. - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: By June 2026 Sheldon Lake Elementary will cultivate a safe and supportive learning environment for all students, students, and staff. Provide enrichment programs such as dance, sports, keyboarding, cooking, gardening, social emotional learning, theater arts, etc. (August 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: Periodic Monthly meetings, sign in sheets Summative data through skyward Staff Responsible for Monitoring: After School Program Site Coordinator Funding Sources: Vendors to provide enrichment activities to encourage student participation - 269 21st Century After-School Program (Cycle 11) - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 5 Details	Reviews			
Strategy 5: Increase student motivation by providing supplemental programs throughout the school year. -100th day of school -9 week award assembly -Cultural programs -PVA teaching artists and performances -End of year award assembly -Spelling Bee (September 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026) Strategy's Expected Result/Impact: 90% of planned events are held. Staff Responsible for Monitoring: Administration, SDMC, Activity team, teachers. Funding Sources: - 199-General funds - \$5,000, - 211-Title I - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Implement Safety plans and dismissal strategies for all students. Including ID badges , emergency backpacks and materials for ID Badges and emergency backpacks such as badge clips, pouches, lanyards, backpacks, flashlights, sanitizer, band-aids, batteries, wipes, emergency blanket, and water. (September 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026)	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: By June 2026, Sheldon Lake Elementary will implement effective allocation of financial resources 100% of the time to meet campus needs.

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement a balanced budget. (August 2025, September 2025, October 2025, November 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: All budget expenditures will be tied to campus improvement plan. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: The campus principal and secretary will attend district financial training. (September 2025) Strategy's Expected Result/Impact: Financial requisitions will reflect required documentation for purchases based on district requirements. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: The campus principal and secretary will establish a system to review the campus budget, follow up on expenditures, and ensure the alignment to campus improvement plan bi-monthly. (August 2025, October 2025, November 2025, December 2025, February 2026, March 2026, and May 2026) Strategy's Expected Result/Impact: All budget expenditures will be tied to campus improvement plan. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Gaddis	Interventionist		1.0
Coleda Washington	Interventionist		1.0

Campus Funding Summary

199-General funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			\$2,500.00
1	3	2			\$10,000.00
1	3	5			\$2,500.00
1	4	1			\$5,000.00
1	4	2			\$1,500.00
1	6	1			\$500.00
2	1	1			\$1,000.00
2	1	2			\$1,000.00
3	1	2			\$1,000.00
3	1	3			\$2,000.00
4	1	2			\$500.00
4	1	5			\$5,000.00
Sub-Total					\$32,500.00
199-State Comp. Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$8,000.00
1	1	5			\$2,500.00
1	2	1		50%	\$140,000.00
1	2	4			\$10,000.00
1	3	4			\$8,000.00
2	1	2			\$8,000.00
4	1	3			\$2,000.00
Sub-Total					\$178,500.00

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,500.00
1	1	4			\$2,500.00
1	2	1	Professional development	50%	\$140,000.00
1	2	2			\$1,000.00
1	2	7	Purchase start up materials and resources for Reading (including paper for Reading A-Z books)		\$4,000.00
1	2	7	Purchase intervention materials such as LLI and Dyslexia kits		\$6,000.00
1	2	8			\$2,500.00
1	3	3	Purchase start up math manipulatives and materials		\$6,000.00
1	3	5			\$500.00
1	5	1	AVID Membership and Conference Registration		\$5,000.00
1	5	1	AVID Instructional Materials		\$1,000.00
2	1	2			\$1,000.00
3	1	1			\$1,500.00
3	1	2			\$3,000.00
3	1	3			\$500.00
4	1	5			\$3,000.00
Sub-Total					\$180,000.00
269 21st Century After-School Program (Cycle 11)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Professional development opportunities		\$3,500.00
3	1	6	Contract with vendors and instructional materials to support presentations/ refreshments		\$1,000.00
4	1	4	Vendors to provide enrichment activities to encourage student participation		\$10,000.00
Sub-Total					\$14,500.00